

Testing to destruction

The terms of reference for Mr Baker's advisory committee on assessment and testing set Professor Black and his colleagues a formidable examination. Moreover, like other examinations, it will have to be tackled against the clock. Mr Baker expects them to report by the end of the year. If August is effectively a non-month, and December will be needed for topping and tailing, this means 90 days - at most six or seven meetings - in which to flit with a range of questions which strike at the heart of the education process. Changes are in hand which will transform the style as well as the content of English education: no single development threatens to do more damage than the latest obsession with national testing.

The committee is to advise Mr Baker on "the practical considerations" which should govern assessment including testing of the specified ages of 7, 11, 14 and 16 "within a national curriculum". All kinds of testing and assessment are involved. The committee must tell him how to differentiate so that assessment can "promote learning across a range of abilities" and find some formula by which to accommodate the twin demands of "informative" and "diagnostic" assessment. This last point alone could make great demands on Professor Black's team because the "relative roles" of the two kinds of assessment referred to raise a policy matter not a technical detail. Many people would welcome a strong emphasis on the diagnostic role, but only if the Government, local authorities and (with the delegation of financial control) school governors, are prepared to create and maintain the resources needed to act on the diagnoses. It will be up to the Black committee to point this out and campaign for a coherent response.

"The committee, having dealt with the relative roles of informative and diagnostic assessment, has to apply itself to all the other 'uses' to which the results of assessment should be put" - a pretty wide assignment - before turning to technical matters of moderation and comparison "needed to secure credibility for assessments".

To advise on how the information should be

published and the services needed to support the system - a system which will involve the externally moderated assessment and testing of around two million pupils every year - completes the first part of this hefty remit. Then comes the comic relief: the committee is adjured to "take account of the need not to increase calls on teachers' and pupils' time for activities which do not directly promote learning" and - most important - "to limit costs". (According to the consultative paper on the national curriculum, the direct costs will be paid by the DES.)

Nobody could object to Mr Baker's list of desiderata: arrangements must be "simple to administer, understandable by all in and outside the education service, cost-effective, and supportive of learning in schools".

Anybody who has ever visited American schools - where the testing bug already has a tenuous grip and state legislatures have already trod the path Mr Baker has chosen, with singular lack of success - will know how much time and effort is inevitably taken up by testing. Professor Black and his colleagues will have to break the news to Mr Baker that it is impossible to meet his prescription as it stands. All they can do is suggest the least bad line of approach.

Finally, the committee has to advise on staging the introduction of the scheme. Just as it will take time to introduce the "national curriculum", so, too, it will take several years to erect the elaborate bureaucracy of testing. Unfortunately it may take much longer to dismantle it.

Out with the begging bowl

The next tranche of Education Support Grants is the subject of a draft circular from the Department of Education and Science, out this week (page 1). ESGs will still account for only £115.5 million in 1988/89 -

still less than the full 1 per cent of local authority education spending which the DES can distribute in this way.

Of this, some £40 million goes straight into midday supervision.

Local authorities have between now and October 1, to put in provisional bids, with another month's grace in which to refine them. The timetable is unusually tight this year because the normal procedure was held up by the general election. As already announced, the largest chunk of new money goes to the Education Secretary's pet subject - information technology.

In line with the current fashion, Mr Baker wants local education authorities (and in due course, presumably, individual schools) to raise matching funds from local industry - not as a condition of getting any grant at all from him, but as persuasive evidence that he should support them. To them that hath, Mr Baker believes, backing should be given. This means yet another round of knocking on doors and polishing up the begging bowl.

This will apply first to the two high-tech projects - computer-aided engineering and IT in schools - where common sense suggests that business money may be forthcoming. This is clearly tied up with trying to foster closer links between schools and companies, not just doing it on the cheap. But every time ministers try to load one more expectation on to industrial sponsorship, the nearer the time must come when industry turns round and tells the Government and the local authorities that it pays its share through rates and taxes - which, after all, is a much simpler, fairer and more efficient way of raising money for public education than haphazard sponsorship.

To do him justice, Mr Baker acknowledges that "the ability to raise supplementary funds is not shared in equal measure by all authorities". Whether he really believes what he acknowledges, or understands what it implies for local and regional inequalities, is another matter.

Second opinion

Called to account for power

The temptation to write off the summer term's crop of annual meetings as a tiresome failure, with scarcely a quorum to knock a resolution together, needs to be resisted.

It was natural to be churlish before the event, when the duty to present an annual report to parents was thrust suddenly upon governors, first wrung fruit of the 1986 Act, and out of step with the stately cycle of termly meetings. The bickering between officers and heads that broke over them as to who should type (let alone write) the report and pay for paper and postage did not help much either.

The Government is keen to give governors new powers than the back-up to carry them out. Someone has not grasped the practical truth that power lies with possession of a word processor. If the head or the clerk grudgingly helps out the amateurs with drafting and typing, you get yet another professional's report, not the government's account at all.

Fortunately, many governors did write their own reports, with more timely advice from the National Association of Governors and Managers than from paid officials, and local education officers should think twice before mocking scrappy bits of paper. How would they manage round the kitchen table on a Sunday evening without a typist and a supply of A4 paper?

Even after these bumpy beginnings, many more annual meetings were quorate or otherwise successful than the instant mythology is suggesting, and some of the most warmly attended made a promising start.

Like many Government ventures, promoting accountability, however, annual meetings have not necessarily hit ministers' intended targets (a publication of HMI reports). There have been notably few reports of individual teachers piloted, which the unions most feared. There were quite a few solutions attacking local authority policy, mostly orchestrated by governors seizing the chance to make a point about class size or cuts, or spontaneously expressing parental fears about London boroughs opting out.

But something hopeful also came out of many far from quorate meetings, and that was the forum provided for informal three-cornered discussions between parents, teachers and governors. The articulate classes may be relied on to grasp the annual meeting as a weapon; other parents often find it more daunting to speak up in a school setting.

They may have strong feelings about reports or homework, and especially about their children being sent home, but not feel confident enough to make a public challenge, still less join the curriculum or GCSE debate. With the governors there to mediate, and a structured report to start them going, a three-way exchange of information and opinions could - and often did - take off. That is the sort of partnership to build on in future years.

Meanwhile, there are other lessons to consider. The governors themselves, called to account at the end of the year, have learned that the ritual role of rubber-stamp is no longer enough. This could either attract best votes to the regular responsibilities involved, or lead those with more commitment than time to decline the commitment burden (even if they do have their own typewriters).

Alternatively, the Government should accept that parent-governor power needs properly financed training, as well as the funding for clerical support that parent organizations have by right elsewhere in Europe.

Patricia Rowan

Closure plans in limbo as councils await new Act

Local education authorities may delay school closures in case their plans are overturned by parents who vote to take threatened schools out of local government control.

Procedures for closing schools can take as long as nine months to complete and councils may now decide to postpone embarking on a process that may have to be repeated when the Education Bill becomes law next summer.

Last week's consultative paper makes it clear that opting out proposals will be considered before closure plans.

According to Mr Andrew Collier, chief education officer for Lancashire, councils may find they are caught up in a period of frozen plans, when it will be difficult to rationalize school provision.

My authority has plans to consult on primary school reorganization in the autumn and it will go ahead in an atmosphere of uncertainty," he said. The plans may well be waiting for Mr Baker's approval as the Act becomes law. It would then be possible for parents at the schools earmarked for closure to vote for opting out.

Mr Bob Morris, education officer of the Association of Metropolitan Authorities, believes parents could use this as a way of putting pressure on local councils. "There is as yet no evidence that this is the case, but it would be very surprising if there was not some form of planning blight in which authorities have to consider whether to invest time and money in the business of consultation if there is a likelihood that in the latter stages one or more schools will be pressing to opt out."

Local councils will reckon that it won't be worth the effort of having to go through the procedures twice. A number of councils are already complaining about the time it takes the Department of Education and Science

Government plans to allow schools to opt out of local authority control are forcing local politicians and administrators to rethink reorganization plans. Geraldine Hackatt and Bart Lodge report

to reach a decision on school reorganization plans. Further delays imposed by councils will make the Government's target of taking out a million surplus school places by 1991 increasingly difficult to meet.

But according to a DES spokesman, such problems are not likely to arise. The department is attempting to clear the backlog of existing proposals and reorganization plans will continue to be processed while the Education Bill is being debated.

"Once the Bill becomes law, parents will be able to vote on schools opting out, but only schools that are viable will get ministerial approval," he said.

In Dudley, Mr Don Moss, the deputy chief education officer, says the authority has had no explanation of why proposals for reorganization of secondary education have been with the committee, mid last week. He added that he would be urging his committee to regard the "splendid preparatory work" that had been done already as a data base for future planning.

The establishment of a city technology college in Nottingham would exacerbate the acute problems caused by falling rolls, Mr Riddell said. And Government proposals to abolish admission limits would lead to an unhealthy free-for-all between schools, making planning even more difficult.

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Chess mates: Daniel Rosenberg, aged 11, captain of the Hampstead Garden Suburb primary school chess team, takes time out for a visit to London Zoo during this year's Teachers' Assurance schools chess competition. The London borough of Barnet school, which won the under-11 championship, was among 180 primary schools which took part in the contest.

Nottinghamshire delays tertiary colleges proposal

Plans to introduce tertiary colleges in Nottinghamshire have been shelved in view of Government proposals to allow schools to opt out of local authority control.

"The Government's intentions make long-term planning and rationalization of the schools system impossible," Mr Fred Riddell, chairman of the education committee, said last week. He added that he would be urging his committee to regard the "splendid preparatory work" that had been done already as a data base for future planning.

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● Labour-controlled Leeds Council last week accepted plans to reorganize the city's schools on tertiary lines. In the face of fierce criticism from Tory opponents, a £35 million plan which will create a federation of six "neighbourhood colleges" has been sent to the Secretary of State for approval.

Leeds currently has a mixture of 11-18 comprehensive, middle schools, single-sex and co-educational schools. The two single-sex schools will be retained as 11-16 comprehensives. Nursery provision will expand under the new plan and primary staff ratios will improve.

IN BRIEF

Timely advice

Sheffield City Council is taking legal advice on the possibility of challenging the Government's October deadline for comments on the Education Bill.

Mr Steve Jones, deputy chairman of the city's education committee, said: "Coming as it does during the six-week school holidays we are concerned that the time limit will prevent us from carrying out the legal duty that we have to consult as widely as possible."

Official sanction

The Government order officially sanctioning the second stage of its 16.4 per cent pay package imposed on teachers was published yesterday.

The rises take effect from October 1, with the introduction of 25,000 incentive allowances of £501, and 104,000 responsibility payments for those on Scale 3, 4 or senior teacher scales.

And is there honey still for tea?

The artist is considered nowadays to have put not only his work into the arena but his entire private life as well - the rustic of illustrious beddion has become one of the characteristic spoils of the latter part of our century.

There is a price to pay. It means the great aren't allowed to be so great any more - or at least only in their work. This in some ways suits the temper of the age, ensuring that the great have their full measure of human fallibility. If we now acknowledge what it is our idol's feel are likely to be made of, the inference is that we can't object to having our noses rubbed in it.

And yet we can: Rupert Brooke has been projected as a cross between sexual lion and First World War recruiting poster, and hitherto his reputation has been guarded by besotted friends. But no longer; in this year of the centenary of his birth, new executors, new biographies, and a myth exploded. Many people might find the adjustment hard to make. But does it really matter?

First, Brooke shouldn't be put with any other war poets. He had no experience of war in the trenches; he was merely part of a five-day expedition to save Antwerp, and his brigade retreated alongside the refugees. So that he knew war only as a quixotic sort of aid of the old and defenceless, and could believe in the absolute purity of his mission. He died of an infected mosquito bite, though that figure small in his legend, before he could be disillusioned.

By the way, that is: By life, poor man, he had already been deeply disillusioned. He was bound to be because he was an incorrigible idealist, one of those and, perhaps infantile, people who believe in the possibility of a perfect, unalloyed happiness, but the



Rupert Brooke: his typical grace sublimely survives

real problem was his inability to resolve his sexual problems. He felt so guilty about his efforts in this direction, so corrupted, that he yearned for death in the war, as an escape and a purging of the sins of the flesh. His war poems, in both tone and attitudes, seem to exalt, and exult in war, must be anathema to many today, but have to be looked at in their particular context, as part of a specific biography. So far the revelations can only help, these friends, and not movingly,

was not homosexual and this could not be the path for him. Fly the poor girls he became involved with, sometimes, in different ways, two or three at a time. His family complex, much the same as D H Lawrence's was a strong paternalistic mother who rejected his father and oiled him, after his elder brother's death, the man of her life. But Lawrence's mother did him the great favour of dying when he reached his mid-twenties. Brooke wasn't so fortunate.

Much could be made, too, of Brooke's rabid anti-semitism. If indefensible, it still has to be taken into account that this was endemic in the upper classes of that day - and seemingly not based on actual experience of living Jews. But then all foreigners were suspect. And still what counts is the work. It might be felt, of this new Brooke, that so much suffering, resulting in suicidal impulses, ought to have produced greater work. But Brooke shouldn't be castigated for that, it's hard enough to be a minor writer. And in the best of his work a lyrical grace survives sublimely. He should go on being read.

Monty Haltrecht

Cambridge College of Agriculture and Horticulture - 'Advanced National Certificate' in the Management of Forces was altered to read 'Advanced National Certificate in the Management of Horses'.

Notes of June meeting of Cambridge Higher Education Service vice-principals and officers group.

Tests group set to turn their papers

by Sue Surkes

Professor Paul Black, professor of science education at the University of London, is to chair Mr Kenneth Baker's Task Group on Assessment and Testing.

The group, which starts work next month, will advise the Secretary of State and his national curriculum subject working groups on the general requirements that should apply to assessment and testing of pupils at around 7, 11, 14 and 16.

The membership combines technical expertise with first-hand experience of the classroom at both primary and secondary levels.

The names of several leaders in the assessment field are missing - Caroline Glendon and Harvey Goldstein of London University's Institute of Education and Professor Desmond Nutall of the Inner London Education Authority's research and statistics branch, for example.

But the DES is understood to have whittled a balanced committee rather than a body made up exclusively of assessment experts. The Task Group will be free to invite other people to attend.

The group, which has to report to Mr Baker by Christmas, has been asked to consider a range of aspects - some technically complex. With a view to securing assessment and testing arrangements which are simple to administer, understandable by all in and outside the education service, cost-effective and supportive of learning in schools.

Other things the group will look at are marking scale or scales and the distinction between "assessment" and "testing" to be used to meet

to differentiate so that the assessment can "promote learning across a range of abilities"; the relative roles of informative and of diagnostic testing; and the uses to which assessment results should be put.

When making recommendations, it will have to take into account the need "not to increase calls on teachers' and pupils' time for activities which do not directly promote learning" and to limit costs. The group will also be called upon to advise on the timing of the introduction of assessment and tests.

Professor Black, described by one commentator as a man who "knows his assessment onions", is project director for the King's College, London team which is conducting tests in science for the Assessment of Performance Unit.

A physicist by training, he is head of the Centre for Educational Studies at King's College and a member of both the School Curriculum Development Committee and the education committee of the Royal Society.

Also closely associated with assessment in the classroom is Dr Clare Burrall, director of the National Foundation for Educational Research since 1983.

Mr John Barnes, director general of the City and Guilds of London Institute, brings extensive experience of the examinations world to the group. In the past, he has chaired the Associated Lancashire Schools Examining Board and the old Northern Examining Authority (now the Northern Examining Association), served as vice-chairman of the Joint Matriculation Board and been a member of the Review of Vocational Qualifications.

Professor Jack Allanson was on the Joint Matriculation Board until last year. The retired professor of electronic electrical engineering at Birmingham University, he is a member of the Secondary Examinations Council.

For a European perspective, members will be able to look to Ms Hilary Steadman, a researcher at the London-based National Institute for Economic and Social Research, who has been studying vocational training in Britain, West Germany and France.

Much of the primary school expertise will come from Mr Norman Thomas, former HMI chief inspector for primary education and chair of the committee that produced *The Thomas Report* on primary education in inner London schools two years ago.

Other group members are Mr John Morris, chief education officer for Essex; Mr Owen Hughes, a Croydon secondary school headteacher and Mr Daryl Poyne, director of personnel at the Department of Education and Science.

Mr Morris, who has been in the post since 1985, will also be

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We do have a perverse way of planning for yesterday. We put today's technology into yesterday's model to run on Victorian mads.

Take the notion of a national curriculum. There are resonances of the Board of Education setting out directives for schools, to ensure that children learn their enticement, that boys were instructed in basic practical skills, and girls were prepared for domestic duties of cooking and sewing.

No other industry has survived the past 40 years using the same technology and communications

It also presupposes that schools have devised widely divergent curricula, and that teachers have, for some insidious reason, systematically undermined the education of their students by not ensuring access to basic skills and knowledge.

More than 40 years have passed since the 1944 Education Act tried to achieve secondary education for all on a spurious, differentiated basis. It is over 20 years since Crowsland's Circular 10/65 which set secondary reorganization painfully on the move.

What neither of these initiatives did was to think at all deeply about an appropriate curriculum, or how it might be delivered. In the 20 years of its existence, the Schools Council funded more than 150 curriculum projects, across both age and subject ranges. Many of them were highly innovative, and reflected developing needs within the system for new approaches. What was not achieved by 1984 was an articulated, coherent curriculum framework, which also gave guidance on continuity and progress.

The principles were set out in the council's document, *The Practical Curriculum*, published in 1981. This was followed by *Primary Practice* in 1983. The Secondary Curriculum Committee had embarked on a detailed study of the 14 to 19 curriculum having stated firmly that "curriculum tinkering has got to stop; we must have a radical reappraisal of the whole curriculum".

What the curriculum development movement showed was that any change affects the whole institution, the pedagogy and the nature of relationships. There cannot be any other industry which has successfully survived the past 40 years using the same technology, within the same framework of industrial relations, the same marketing strategies and communication systems. Why should people think that education is different in these respects?

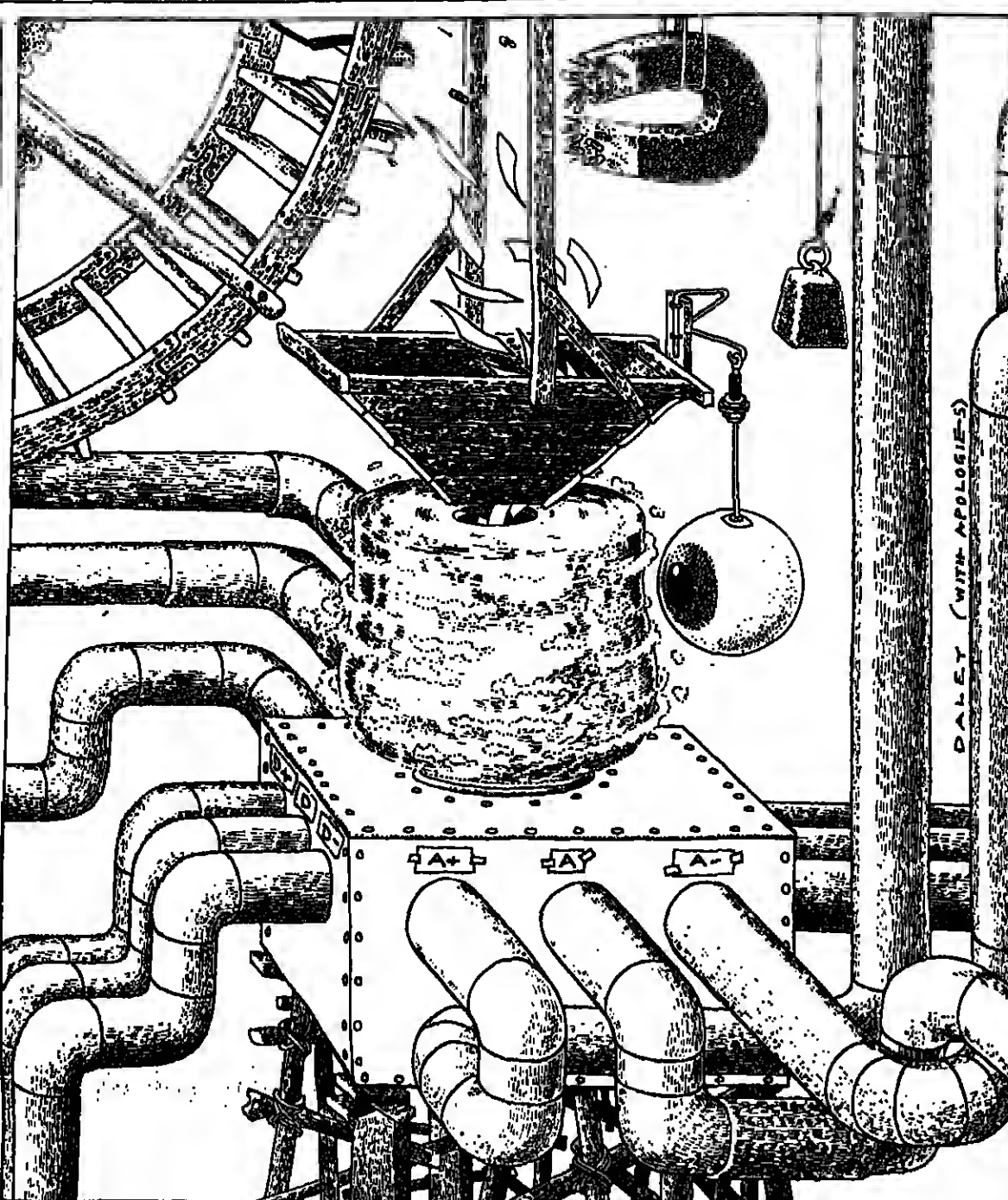
The Programme for Reform to Secondary Education (PRISE) held a very successful seminar recently on the national and implications for restructuring the school day. As with other complex issues, what emerged was that organizational or structural change is effective only if considered within the context of aims and intentions.

A number of schools have been attracted to the idea of rearranging their day as a way of minimizing the effects of teachers' industrial action, and in particular the problems which have arisen over lunchtime (non) supervision.

Several schools, however, have realized that a different organization of time creates new curriculum possibilities. The seminar expressed this by referring to a redefined curriculum within an extended day.

Schools such as Countesshorpe, Sutton Centre, Stantonbury and more recently Greenwind in Swindon, have demonstrated over the past 15 years or more that schools need not necessarily be tyrannized by timetables, bells, short unrelated bursts of experience, and uncoordinated. It is possible to allocate blocks of time to create a flexible, user-friendly framework within which departments or faculties can decide the most appropriate and effective way of organizing teaching and learning, related to particular tasks.

The Sutton Centre, for example, divides the week into 10 half-days each, devoted to an area of the curriculum with an optional eleventh evening session, in which students can study as extra subject alongside adults. The team of Greenwind also gives its senior staff blocked times which they



Bench-marked or machine-marked?

Proclamation of a national curriculum is the easy bit, says Maurice Plaskow. What matters is how you do it, and how you test performance

then use to construct their own timetables.

In talking about a national curriculum, the Secretary of State still formulates it in terms of subjects. This includes maths and science (the first of which working groups are to be set up), English, history, geography, technology, then "expressive" subjects (art, music, drama); and of course PE and RE.

So what's new? I hear you ask. The novelty is in the establishment of benchmark marks at 7, 11 and 14 in order to test students' (and teachers') performance.

Against what criteria? - this is the next eye-opening question. Is this to be a mind-blowing series of criteria-referenced goals related to Bloom's taxonomy, or a selection of the lowest common denominator of what every well-instructed pupil should know (irrespective of whether they understand it, or can do anything with it)?

In their document on the 5-16 Curriculum, H.M. Inspectors proposed a rather different curriculum model. Perhaps it is too sophisticated

and too abstract a level of theory to be practically realizable. The axes are of areas of learning and experience, and elements of learning. That is, the curriculum is seen as a process-consistent attitudes mix which needs to be in balance to achieve an effective, coherent offering.

Ancillaries feed hundreds of test papers into computers which churn out marks and grades

If one looks at attempts to build "relevant" models, whether in Australia or America, Europe, or Africa, there is a recognition that "skills" are probably best taught in context (cf. Cockfield's report on maths), and that there are no separate "skills" which should be taught in isolation.

leg, moral/health/safety education, computer literacy, vocational/careers guidance, multiculturalism; and no doubt other concerns queuing for attention. How are these to be fitted and mingled in the two-dimensional national curriculum?

Complexity is the politicians' curse; it blurs the blacks and whites (if you'll pardon the expression). The Department of Education and Science understandably prefers clear marks on a clean slate. Thus, the 1981 *School Curriculum* publication proclaimed confidently that "The partners in the education service must secure a school curriculum which measures up to the whole range of national needs and also takes account of the range of local needs." And later: "What is taught in schools, the way it is taught, must appropriately reflect fundamental values in our society."

The assumptions are breathtaking. That there is a national consensus at a fundamental level on cosmically divisive issues of values and beliefs, let alone at a more superficial level of relevance, is a myth for the rhetoric of democratic pluralism.

The Utah state legislature passed a resolution in 1977 that schools "shall not only offer a course in the free enterprise system, but that they shall also become advocates of such systems and engage in the necessary activities to ensure that such classes are taught by competent teachers sufficiently familiar with the system to become an advocate, thus helping to preserve the free enterprise system against those who would destroy it in favour of socialist experiments which have failed to produce the results in other countries which have been so dramatically demonstrated by the free enterprise system in this country."

Sir Keith Joseph obviously found this unequivocal directness attractive. All sensible, reasonable citizens must support a mixed-economy, monetarist, meritocratic philosophy.

The state board accepted the consequences of promulgating a prescribed curriculum, which will provide teachers with detailed and comprehensive teaching guides which border on programmed texts.

In this way, multiple-choice tests can be devised which can be efficiently machine-marked. So, there is a flourishing industry in producing tests from kindergarten through to university, and machinery which will give instant feedback and analysis.

Ancillaries, and often students as part of an assignment, feed hundreds of test papers into computers which elude away mindlessly churning out marks and grades. The system is inevitably geared to what can be machine-marked, since there is no way in which teachers could otherwise cope with the assessment load. Students take and retake the tests until they reach the required scores: otherwise they cannot graduate.

Several schools have found that a different organization of time creates new curriculum possibilities

Is this what is in prospect? If so, how far have the logic of the proposals for benchmarks been thought through? Teachers are already complaining that they will be hard put to cope with the GCSE assessment demands. Heads are beginning to worry about the load being put on students in connection with the demands of coursework in all subjects.

The DES supported experimental work in the development of records of achievement as a more useful way of documenting accomplishments and progress both for students and teachers.

Sir Keith Joseph was keen that all students should leave school with some certification of attainment and a statement of courses pursued. Students, parents, potential employers all find this fuller account far more valuable than a bald list of grades with no indication of what these mean.

Teachers generally have agreed that the process was helpful in diagnosing needs, motivating students and achieving good working relationships. But it is very time-consuming. Time is probably the most precious resource in education; it files expensively.

The proclamation of a national curriculum is therefore the easiest part. From consensus to realization takes a longer. Not least there needs to be a commitment by teachers to the level (in terms of detail) at which an agreed curriculum would be operated. Can it be guidance without prescriptions, a structure leaving open individual preferences for furnishings, fittings and decoration?

Obviously some forms of assessment will have to be built in, but can the notion of standardized tests be abandoned, to be replaced by evidence of achievement, objectives? (as in the "graded objectives" as in the work done in modern languages?)

And will teachers really be treated like professionals, provided with adequate resources, systematic opportunities, and time for planning and review?

Unless these requirements are met, then the rhetoric will be exposed as shallow political engineering, causing more aggravation and confusion. Certainly it will do nothing to achieve the brave new millennium.

Maurice Plaskow is the former curriculum officer of the Schools Council and is now the Programme for Reform to Secondary Education.

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Sins of excess

Why was Angela Rumbold, the Minister of State for Education, late for the PAT conference in Exeter last week?

It all began that just before her plane was due to leave Gatwick airport it was discovered there were too many passengers on board. The pilot refused to take off, muttering something about too much excess baggage.

Departure was delayed 40 minutes while the airline staff tried to sort it all out. In the end, a family of Swedish holiday makers had to be thrown off. Fortunately, nobody suggested jettisoning the minder and the civil servant who were accompanying the Minister.

Attractive twins

When it comes to twinning arrangements with exotic places, surely there's no one to beat Harrogate Council.

Two years ago, the London borough rehomed with Clarendon, in sunny Jamaica. Now it's added another tourist spot to its twinning list - Larnaca, in that popular destination for sun-seeking Brits, Cyprus.

To "cement the town-twinning agreement", as the council puts it, Harrogate's mayor, Andreas Mikellides, returned to his native country for an expense-paid four-day visit. With him, courtesy of the ratapayers, went council leader Steve King, chief executive Roy Lamb, deputy leader Maitha Osmor, and race equality officer, Norton McLean.

Sick as a turtle

It's possible that as they sunbathed on the beaches of Cyprus the Harrogate delegation encountered a dear, but endangered species, called the Mediterranean tortoise.

This non-aquatic animal has lately been banned from being imported to the UK, much to the disappointment of pet shops who've had to look elsewhere to meet the demand.

Instead, they've come up with the still legal American box "tortoleses". The trouble is, they're not really tortoleses at all, but semi-aquatic species who do not like hibernating.

Living in an English garden, on a diet of lettuce leaves, carrots and other tortoise delicacies, and being shored in a box of dry straw for the winter is not their idea of luxury. As a result, they're ending up at the vet.

Now the British Small Animal Veterinary Association has issued a warning to be on the look-out for these miscreanting turtles, who much prefer a diet of mushrooms, cat food, earthworms and watercress. One way of spreading the word, the BSAVA says, is through the classroom. So it's up to you.

Well-endowed

Low morale among teachers is being exploited once again by insurance companies, out to poach disillusioned professionals from the classroom.

One company is offering minimum earnings of £18,000-a-year, expenses-paid induction courses, followed by five back-up "from head office and continuous in-service training."

The company normally recruits from the insurance world but believes teachers are more sympathetic and aware of their clients' needs. It particularly wants to hear from unemployed teachers, or those who've retired early.

The company, of course, is none other than Teachers' Assurance, the old-fashioned insurance organisation of the National Union of Teachers.

Acronym

'Experience not statistics' should guide reading

by Neil Munro and Iain Thorburn

A reading expert this week challenged teachers who thought parents should have no part in helping their children to read.

Dr Keith Gardner, a former lecturer in education at Nottingham University, told the annual conference of the United Kingdom Reading Association in Edinburgh that there remained "a stubborn relationship" between socio-economic status and reading ability.

"You take your Campari and soda belt and you'll find very few children who present reading problems, whereas it is in the communities more distinguished by fondness for beer that the lower end of the reading curve finds its final resting place," he said.

"The fact that it is in the inner cities where we find poor readers is a comment on our ability to teach, and the fact that it is in leafy suburbs where we can find our able readers and our future academics is a comment on the ability of mankind to learn from personal experience."

Dr Gardner, who was a member of the Bullock Committee on Teaching English and who also co-directed the influential Schools Council project, *The effective use of reading*, said: "I now believe that what children learn is a miracle considering the obstacles we place in their way, whereas I used to believe that children only learned what we taught them - if we didn't teach

them something they would remain ignorant of it."

He said he had revised his views on effective reading, particularly on the role of parents and the belief that once children were helped to decode words, they would understand what they were reading.

Today he would pay much more attention to teachers reading a passage rather than listening to pupils - letting them hear the conventions and structure of continuous written prose.

He would also allow children more time to reflect on their reading and use a wider range of texts, including those which theoretically they were unable to handle. "I would let experience not statistics be my guide," he said.

He would not now set reading exercises just for the sake of it. There ought to be an end product such as a new idea or a new course of action.

The key to effective reading was on environment that produced a willingness to learn. "Language can only work its magic if there is experience on which language can bounce."

Dr Margaret Clark, formerly of Strathclyde University and now professor of education at Birmingham University, condemned the planned introduction of testing at 7, 11 and 14. It would destroy creative learning and lead to a ranking of schools, she told the conference.

Ex-ministers become life peers

Two former Education Secretaries were among the 19 life peers created by the Prime Minister in her dissolution honours list published last week.

Sir Keith Joseph, Education Secretary from 1981 to 1986 and Mr Mark Carlisle, his predecessor, were given life peerages. So was Mr Norman St John Stevens, Conservative shadow education spokesman and Minister for the Arts from 1979-81 as well as Leader of the House from 1975 to 79.

Mr Clement Freud, Liberal education spokesman until earlier this year, who lost his seat in the last election, received a Knighthood.

County in legal tangle to build new schools

by Geoffrey Hine

If Essex is not allowed to spend an extra £7 million a year on school buildings, it could face legal action, councillors have been warned.

The county is to make a special plea to the Department of Education and Science to have its capital spending limits increased to £37.7 million.

Mr John Morris, the education director, said this week that more money must be spent on schools to meet the requirements of the school premises regulations due to come into force in 1991.

The problems stem from the massive building programme in the late 1950s and 1960s when Essex built timber-frame schools to provide for the families being re-housed from London.

"We now have 140 such schools that have been made safe by proppping, but they will have to be replaced," said Mr Geoff Davidson, the information officer.



A good read: parents' role important

THE TIMES



Whizz kids

Each week Oliver Evans, aged 10, checks his share portfolio. And he is by no means alone. Next week *The Times* looks at the new generation of stock market-minded schoolchildren



...and regularly in *The Times*, Phillip Howard (left) on words, Bernard Levin on the way we live now, David Miller on sport, Frances Gibb on the law, John Clare on education, Jane MacQuilty on wine, Geoffrey Smith on politics, Barbara Amiel's viewpoint, Shona Crawford Poole on travel, Robert Flisk on the Middle East, David Sinclair on rock, the unique *Times* crossword... and much more

THE TIMES
The world's most famous newspaper (25p)

The fast learner in the hottest of the hot seats

It is hard to believe that the new education chairman of the troubled London borough of Brent only learnt English 15 years ago and came here "almost by accident".

Mr Nitin Parshotam is highly articulate and uses the phraseology of the well-established Labour Party activist.

He left Mozambique in 1973 when he was 17, as a conscientious objector, to avoid being forced to fight on the Portuguese side in the war of independence. A year later he would have needed a military licence to leave, so he decided to study in India, where he had family ties. But the need to learn English as well as visiting Gujarat (which he spoke at home), led him to Europe, where he could use his second language. French. On his way, he stopped in London to visit friends, who persuaded him to stay.

A three-week crash course in English was followed by O levels at Piddington College, A levels in chemistry, biology and physics at Walbrook College, south London, and a joint honours degree in applied chemistry and economics at Leicester Polytechnic.

After a spell in industry and a postgraduate diploma in management studies he took a further education teacher training course at Oarnett College, south-west London. He started teaching in 1983 and is now in charge of running short courses for industry in the PICKUP scheme at Enfield College.

Mr Parshotam joined the Labour Party when he moved to Brent in 1975 and took an active role in student politics but decided to accept a job in industry rather than stand for union president. His rise to power in Brent has been meteoric: he was selected for Wembley Central in 1985, became

The London borough of Brent, although one of the country's smallest, is undoubtedly the most "infamous". Diane Spencer went to talk to its new education committee chairman Nitin Parshotam.

vice-chairman of the education committee in 1986 and took over from Mr Ron Anderson last week.

Although he is said to be more moderate than his predecessor, he describes himself as "totally committed to the party's education manifesto." He said he had the greatest respect for Ron Anderson, "for the energy and drive he put into the education committee," but declined to comment on the reasons for his departure.

However, it is clear that the Labour group was not happy with the way Mr Anderson handled the McOndrick affair and the attendant bad publicity. Mr Parshotam feared it had "raised the level of hysteria in the local community. I don't believe that Brent deserved such bad comment. The HMI report found nothing to justify those headlines."

He maintains that the Government, together with the right-wing press, mounted a campaign against progressive local authorities in order to "justify the vicious attacks on local government and education authorities."

Mr Parshotam's immediate priority in Brent is to persuade the Home Office to go ahead with funding for liaison teachers to implement the

borough's equal opportunities policy. (The section 11 grants were frozen at the time of the "race spies" controversy.)

He hopes to encourage teacher unions and black groups to work more closely together, and to set up an education and training committee with local employers, particularly black businesses.

A flexible system of open learning for the adult population is one of his goals. Another is to maintain a balance between the needs of the Asian and Afro-Caribbean communities.

He is strongly opposed to the Government's proposed education legislation. The national curriculum will deprive Brent of the flexibility it needs to give black children a fair deal, he says.

The proposals on local financial management are "disastrous," as they will ultimately lead to educational cuts and those on opting out are an attempt to privatize the state sector. Even worse, they could divide the community as some black parents might be "seduced" into wanting to set up their own schools. "It must be part of our campaign to reassure the community that the education authority can provide for ethnic minorities in the best possible manner."

Unlike some education committee chairs, he does not intend to turn his back on virtually a full-time job. He wants to form a new education policy group with the vice-chair and the chairs of the sub-committees. If that works, he will not need to be in the town hall every day.

What little spare time he has is spent with his family, and keeping up with Third World politics. Relations in Portugal and occasional visits to the work never stops.



Nitin Parshotam: priority will be given to the borough's equal opportunities policy

New exam 'threatens A level standards'

A-level standards are at risk because of the switch to GCSE and its new teaching methods, according to the "education" group of the right-wing Centre for Policy Studies.

Mr Fred Naylor, author of the group's submission to the Higginson Committee, reviewing A levels, says the "egalitarian" doctrine of the GCSE must be prevented from "infiltrating" the sixth-form exam. "It is dangerous to debase examination standards, in the name of expanding higher education. Any temptation to do so must be firmly, indeed passionately, resisted."

Mr Naylor says "equality merchants" are turning their attention to A-level, following their success in merging O levels and CSE into the GCSE. He criticises GCSE for allowing too much coursework. Some projects can be useful, he writes, "but a pupil can easily spend too much time on them, at the cost of acquisition of solid knowledge and understanding."

Assessment can also be warped, since parents and friends almost always provide help with projects.

The belief that pupils in the bottom 40 per cent of the ability range will benefit is "quite false". The establishment of common papers for GCSE will tend to level down. Mr Naylor says that a broadening of the syllabus would be welcomed but devaluing the standards of examinations is another matter. He also suggests the "average academic ability" could take five subjects instead of three in a reformed 16-plus exam, without overall lowering of standards.

Mr Naylor's submission to the Higginson Committee is available from the Centre for Policy Studies, 10, Bedford Square, London WC1R 4EJ. Price £1.95.

PAT poised to trade pay talks for teaching council

by James Meikle

Leaders of the 40,000-member Professional Association of Teachers may give up demands for a reinstatement of direct pay and conditions talks in return for the establishment of a general teaching council to govern entry, standards and conduct within the profession.

Mr Peter Dawson, the general secretary of the not-striking union, began indicating that a pay review body would be acceptable only hours after delegates at PAT's annual conference in Exeter had overwhelmingly supported demands for reinstatement of direct pay and conditions talks.

Mr Dawson, in a statement following his own conference speech, said the union could never know what Mrs Rumbold had been thinking, but there was a logical connection between promoting a GTC and responding to the Green Paper.

"It is not the case that, in the professions which already have general councils of the kind we are after, a review body co-exists with them?" "What this association has been promoting for a very long time is the notion of a general teaching council to deal with standards of entry to, and performance within, the teaching profession. But in the conditions which now obtain, those issues cannot be separated from ones which have to do with conditions of service."

"It follows that the only way to rescue the creation of a GTC with all of the arrangements for setting the pay and conditions of service of teachers is to accept a review body."

Mr Dawson said that the union was not prepared to accept a review body which would be set up by the Government.

Government followed a confusing invitation from Mrs Angela Rumbold, the Minister of State for Education, when she visited the conference last Wednesday.

She suggested the PAT could make the case for a general teaching council to its response to the Government on future pay and conditions negotiating machinery. Such linkage in one body is not desired by the PAT, which has been involved with other educational organizations in establishing a framework for a GTC. These talks seem to have stalled, however.

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A chorus line high-kicking contenders for last year's Youth Music Theatre Awards at the Shaftesbury Theatre in London

Fame begins to spread

The rich vein of youth culture which began in the rock'n'roll years of the 1950s is increasingly being tapped by secondary schools' US-style performing arts classes.

Today, youthful energies are being unleashed in scores of colourful theatrical collages, blending the best - and worst - of punk, Lloyd Webber, fashion and disco. It is a far cry from the annual school production of *Hamlet*.

Last year Barclays Bank agreed to sponsor a Youth Music Awards Scheme. It got off to a disastrous start, was hit by the teachers' dispute and attracted fewer than 70 entries.

This time the entries are much better. The scheme's director, Mr Larry Westland, who also organizes the prestigious National Festival of Music for Youth and the School Proms, already reports a better response. He expects between 150 and 200 schools to take part.

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The science park sows its seeds

COMPUTERS

The Microelectronics Education Support Unit is a year old but few teachers have heard of it. Ian Nash talks to the unit's director about his plans for the future

Traditional producers of educational computer programs will be far from happy with the centring thrust of the Microelectronics Education Support Unit. But Mr John Foster, its director, is more than ready for their criticisms.

He is confident, moreover, of bringing them round to his way of thinking. With an annual budget of a little over £3 million and 110 local education authorities in England, Wales and Northern Ireland to cater for, it cannot afford luxuries. "We must leave out a consensus on needs and avoid unnecessary duplication," he said. Work will then be put out to tender and L.E.A.s and commercial groups will have to bid for it. Schools will be consulted, Mr Foster promises, and information on good practice will be disseminated from the centre; that is, from MESU headquarters at Warwick University Science Park.

There was also a need for continued

practice will be disseminated from the centre; that is, from MESU headquarters at Warwick University Science Park.

This appears to be a criticism of the way that MESU's predecessor, the Microelectronics Education Programme, operated. But Mr Foster insists it is not. "We had the luxury of learning from the MEP."

In 1981, 18 MEP regional centres, including four for special education, were launched with little more than the promise of the Acorn BBC computer in the December of that year and a handful of grossly inadequate software packages. In five years it produced 1,000 programs and a mass of curriculum support materials. It also provided in-service training to one in four teachers.

Her Majesty's Inspectorate, in a report on the MEP, praised the strong lead it gave in information technology but noted a gap between those schools and L.E.A.s which were at the forefront and those lagging behind.

"There is a need to spread the best practice seen in some schools more generally, particularly in relation to learning styles and information handling, before forging ahead yet further by incorporating the latest technological advances," it said.

There was also a need for continued



exploration of the educational potential of new technologies such as interactive video. HMI argued. The formation of MESU was announced in 1985 and it was given one year to prepare for a five-year programme to achieve this.

Although MESU is now almost a year old, teachers could be forgiven for saying they had never heard of it. That state of affairs should not continue, however, as the 41 headquarters staff are to become involved in the largest in-service training initiative next to that for the GCSE.

MESU is to run a national recruitment and training programme for up to 750 advisory teachers to promote the use of micro-electronics across the curriculum. Three weeks' training next summer will cost around £500,000, plus the same amount again to provide them with school software packages.

Mr Foster aims to strike a healthy balance between central and local control of the programme which will

MICROS IN SCHOOLS PROGRESS REPORT

1980 Announcement of a Microelectronics Education Programme. Planned to last four years with a budget of £9 million.

1981 Launch of MEP with a network of regional information centres.

1983 Kenneth Baker, Minister of State for Industry, claims that Britain is the first country to have provided every secondary school with a computer under the associated 'Micros in Schools' initiative.

1985 MEP is succeeded by the Microelectronics Education Support Unit.

ity. The unit's staff aim in visit 22 L.E.A.s every term, to help plan support for schools and draw out good practice.

The first round of visits was barely over when they had to take on the further task of visiting every initial teacher training institution.

"Working with and through advisers we can help develop long-term structures and strategies for managing change, information services and systems, curriculum development and in-service training," Mr Foster said.

Where L.E.A.s collaborate on in-service training, MESU can help with planning meetings, paying towards a local co-ordinator, supplying materials and disseminating information about the work to other L.E.A.s.

Mr Ralph Timbrell, deputy director with curriculum responsibility, said: "The strength of our approach is such that L.E.A.s themselves will have to devote a lot of time and effort to planning and their interest will continue well beyond the life of individual projects."

Indeed, since MESU's time runs out in 1991, it is crucial that L.E.A.s develop their own support and information services.

The MESU Information service is housed in a small department which is, in effect, a high technology publishing house. Once the service becomes fully operational, materials, both written and computerized, will be immediately available. They will include abstracts of all the latest research, developments and educational support materials available nationally.

Building the best central model is a task that is inevitably fraught with dilemmas. But Mr Foster is convinced that MESU has got the best model that is possible with the time, staff and resources available.

Auntie Joan offers some sound advice

GOVERNING BODIES

The life of a school governor is becoming more complicated by the minute. Jeremy Sutcliffe reports on some of the problems they have encountered in their new role

During the recent general election campaign, Mrs Thatcher came under very fire from her political foes for allegedly planning to reintroduce selective education "through the back door".

The day already is happening. One overworked state school is, it is reported, soon to be given the power to "select out" some of its borderline candidates.

The local education authority concerned has decided to allocate only three-quarters of the school's places to free children. The surplus places will be filled from the pool of children whose parents appeal against the decision.

The selection procedure comes in before the appeal tribunals sit. Each case will first be considered by the school governors, leaving only those rejected by them to go before a tribunal.

The case is raised by a school governor, who writes to the Advisory Centre for Education asking for advice. The letter is one of hundreds referred by ACE to its "advisory" Mrs Joan Salles, the head of the Campaign for the Advancement of State Education.

In this case, the governor writes to the school governors asking them to select out some of the borderline candidates. He does not think it should be our job to decide who goes to the school, and already some are under personal pressure on behalf of particular pupils.

A selection of the questions, and Mrs Salles' invaluable and practical replies, have been collected in a new ACE booklet, *More Questions Governors Ask*, by Joan Salles, is available from the Advisory Centre for Education, 15 Victoria Park Square, London E2 8BB, price £2.75.

Far from common laws...

PAY AND CONDITIONS

James Meikle compares the rights of British teachers with those of their counterparts on the Continent

Critics of teachers' strikes can rightly point out that such disruption is virtually unknown in one of the most "enlightened" parts of the world - Scandinavia.

In Finland, Norway and Sweden strikes are not allowed when a collective agreement is in force, a limitation that applies to all workers. The Norwegian Government has the right to make arbitration compulsory to end a strike, and in Finland a strike can be postponed for up to five weeks if it is considered to be a "hazard to society".

Only in the Republic of Ireland, Italy and Spain is the right to strike constitutional. In France, teachers must give five days notice and in Belgium the school must be kept open for pupils and some supervision provided.

This information, which may prove interesting to Mrs Thatcher and Mr Baker, is given in a survey of teachers' conditions of service in nine countries that has been conducted by the European Trade Union Committee for Education. The ETUCE study was started after teachers heard that a private survey was being made for the Common Market countries.

Unfortunately, the union survey, encompassing 14 organizations including the National Union of Teachers and National Association of Schoolmasters/Union of Women Teachers, is already out of date. The survey's reference to teachers' salaries being directly negotiated in England and Wales evokes nostalgia for what used to be - and what many hope will be - once more.

Direct negotiations do, however, take place in Finland, Italy, Malta, Norway and Scotland. In Sweden, Luxembourg and the state schools of Spain, teachers' pay is covered by negotiations for civil servants or public employees. Denmark and Belgium combine the two methods while in West Germany there are public sector negotiations with annual pay reviews.

In France, teachers are employed only by central government and have

land, Wales, Scotland, Norway, Finland and Ireland, none are.

The contractual relationships between teachers and their employers and the scope of defined teachers' duties has also changed in the few months since the survey compilers reported that "in England and Wales contracts are negotiated with the local authorities but subject to statutory minimum employment rights".

In Belgium, state teachers still have no contractual relationship with their employers. They are bound by the relevant public, communal and provincial laws and those relating to individual rights. "Working conditions can, however, be unilaterally imposed," the report adds.

But there are tight definitions of teachers' duties in Belgium, France, Finland, Ireland, Italy, Luxembourg, Norway, Malta, Spain and Sweden.

In West Germany, "teachers' duties are generally laid down in the so-called 'conditions of service' but not precisely defined because every teacher is guaranteed educational freedom (as defined in the School Acts of the regional government). Teachers' scope is limited by the curriculum, and by school administration legislation."

After the survey remarks that the situation in England and Wales, where no hours of work are defined, appears unique. Again the Government has changed all that.

West German teachers apparently do nothing other than teach their contracted hours. Teachers in Sweden and Finland have to undertake a number of activities once regarded as

voluntary in England and Wales as part of defined duties.

"In Italy, teachers have to spend 20 hours a month attending staff meetings, school council meetings, parents' meetings and advanced training, while in France, although they meet parents where appropriate, they also have to attend meetings of the schoolteacher/parents' councils. Norwegian teachers spend five days a year in planning and in-service training," says the document.

And so to assessment or appraisal, where developments in England and Wales are being held up by teachers' anger at the imposition of pay and conditions. The Eufce says there is no routine procedure in Finland, Norway, Sweden, Italy and Spain. In England, Wales, Ireland and Scotland, teachers are appraised formally only at the end of their probationary year, although local and central inspectors advise and help teachers. In West Germany, appraisal is the responsibility of the state's school advisory body, and carried out either by the school inspector or the principal.

In Belgium, evaluation is done during visits of school inspectors. In France, teachers are assessed by departmental inspectors and the marks may be taken into account for promotions and transfers.

Practice in some European countries offers encouragement over class sizes. These are covered by law in Denmark, Italy and Norway. The Danish prescription is a maximum of 28 pupils at primary stage, with a caveat that classes of more than 22 must be split into groups. The secondary maximum is 28, without the caveat.

There is both good and bad news for the home trade union. In some arrangements for teachers elsewhere in Europe, there is no obligation. Belgian teachers have to stand in for colleagues for up to 10 days.

But the NASUWT, which has often promoted the idea of "overtime", may soon be pressing this Government to follow the examples of Finland, where there is three-day cover, Sweden, where teachers cover for casual absence of less than a day, or Denmark, where again cover is a limited, paid-for duty.

Cover payments are also received by Italian teachers who fill in for up to three hours a week for absences of six days. In French secondary schools, surrogates, or auxiliaries, are paid to do the job, as well as teachers in the same subject.



Pickets' duty: French teachers picket the job, as well as teachers in the same subject.

OVERSEAS



Professor Amlin: trying to stop the urban drift

Groomed for the market

NIGERIA

"The idea is to give children marketable skills," Nigeria's education minister said, sounding remarkably like our own.

Professor Jiru Amlin, who has held office since September 1985, was in Britain recently as a guest of the British Council. He visited schools and colleges, and talked to leading educationists and politicians. He combined his visit here with a fact-finding trip to Czechoslovakia which, like other Eastern European countries, has provided Nigeria with equipment to stock school workshops and classrooms.

Nigeria faces enormous problems, having a rapidly expanding school-age population with rising expectations. At least 40 million of the 100 million population are aged between 5 and 20, the minister calculated. At present, about 16 million children are in primary schools, four to five million in secondary and only about a third of a million in tertiary education.

He wants to see every primary pupil going on to junior secondary and 70 per cent staying on for senior school and further and higher education.

Although primary and most secondary education is free, boarding is not, so many families have difficulty in keeping their children at school or college. The same goes for the 28 universities where tuition is free. Scholarships and loans are available on a means-tested basis.

Professor Amlin, who read medicine in London, wants to emphasize science, technology and computer literacy in secondary schools, and has hired 300 science teachers at federal level to "feed them throughout the system".

Universities, too, will have to restructure their courses to make graduates "more marketable", the minister said. "Our universities face difficulties not too dissimilar from those in this country. Young people are to the sad situation of graduating without finding jobs."

The Nigerian Government is now spending huge amounts to stop the urban drift. Roads are being built and wells drilled to keep people in their villages. As a complement to this scheme, the education ministry is investing in women's education and training. Girls often miss out on schooling, especially in the north, Professor Amlin said.

The president's wife is backing the "awareness campaign" which heralded the launch of a blueprint for women's education. This ranges from simple adult literacy programmes and basic skills training in handicrafts and home management to reserving a federal secondary school for girls and possibly a college of education.

Nigeria already boasts one woman vice-chancellor, which is more than Britain can do. The ministry has started a scheme to educate the children of Nigeria's three million nomads as well.

Education takes around a fifth of the annual budget and is held to be one of the most important ministries, according to Professor Amlin. As in other parts of the developing world, education is seen by parents as the key to success. "It elevates people into the middle class," he says.

Peter Spencer

39 (plus 1) steps to vocationalism

COMMONWEALTH

John O'Leary listens to the workday concerns of education ministers meeting in Kenya

The worldwide trend towards vocationalism at all levels of education was underlined at last week's meeting of Commonwealth education ministers in Nairobi.

Every one of the record 40 countries represented at the conference put vocational education among its top priorities. But the term meant different things to different ministers, and few expected it to make a significant impact on unemployment, which was a common cause for concern.

Only Bermuda was entirely untroubled by the phenomenon, complaining instead of a labour shortage. But even there a vocational shift has been added to the curriculum to aid the island's burgeoning tourist industry.

The two-day debate on vocationally-oriented education – the main theme of the conference – consisted mainly of shared experiences. Non-Commonwealth initiative was being proposed and a suggestion that member states should commission joint research in the area was not pursued.

Mr Lloyd Erskine Sandford, the new Prime Minister of Barbados, sounded a warning note at the opening ceremony when he said: "In almost all of our countries there is an absolute shortage of jobs whether or not we

produce vocationally-oriented students. We have to face the fact that all our economies face problems over and above the kind of students we produce."

But the lead speaker at the conference, the Nigerian businessman Dr Michael Omejele, advocated education for self-employment as one answer to the problem, in developing countries at least. Large companies could make their own contribution, he said, by training more young people than they intended to offer jobs to and making their programmes sufficiently flexible to act as a preparation for self-employment.

However, Baroness Hooper, who led the British delegation, explained that such an approach could not work in the developed nations of the Commonwealth. She outlined the Govern-

ment's plans for a vocational element to the proposed national curriculum and the intended establishment of city technology colleges as the latest British proposals for action.

The Commonwealth Secretariat produced its own background paper on the subject, which stressed the different approaches and objectives being taken by member states. Some, such as Bangladesh, were trying to promote manual work to counter the preference for white-collar jobs, others were trying to combat skill shortages, others aiming only to make students more "trainable" after school.

With the bulk of children leaving school after primary education in many Commonwealth countries, vocationalism has reached down to this level.

Lesotho, Malawi, Zimbabwe and the Maldives all attempt to instill pre-vocational skills in primary school-leavers, concentrating on woodwork and home economics but including a range of crafts.

But the Secretariat's paper conceded that vocational orientation had often proved a disappointment, both in terms of inputs and outputs. Technical equipment often lies idle for want of power supplies or technicians to

install or repair it, while highly-specific courses have often been found to be out of step with a country's requirements.

The ministers committed themselves to improve young people's basic communication and computer skills, encourage those who left school early to take advantage of continuing education and training, and expand secondary science and technology education.

Their communiqué said: "Ministers were convinced that the school curriculum, as a primary instrument of change, should provide all pupils with a broad-based pre-vocational general education programme, equipping them with versatile, flexible skills to assist them in adapting to further training and to changing work situations."

Proposals for a Commonwealth initiative in distance education, establishing an institution which would make courses from any member country available throughout the Commonwealth, won support at the conference. The communiqué did not describe the planned institution as a university, leaving its status open for discussion by heads of government, who met in Vancouver in October.



On the road again: more than four in ten school-age children of homeless families are believed to receive no education at all

House moves offer new hope to young homeless

UNITED STATES

School districts that neglect to educate children in welfare shelters are about to feel the wrath of Congress. Bill Norris reports

There may be three million homeless children in America. Nobody knows the exact figure. What is known is that families form the most rapidly growing segment of the homeless population, and their children have not only no home to return to, but often no school to attend.

A recent *New York Times* article described them as "the most neglected and pitiful part of the growing army of homeless families".

"The plight of homeless adults is the shame of America," said the *Times*, "the lives of homeless children who grow up in shelters and welfare hotels are the nation's crime."

The scene of children condensed to use as their playground the grimy streets of Times Square in New York City, amid drug peddlers, prostitutes and pimps, is duplicated in most major cities.

The educational outlook for such children is grim.

At best they move from school to school as the family is uprooted again and again. At worst, they are turned away by school districts which claim that they only serve permanent residents of the area.

Not is child homelessness confined to the major centres. In Salt Lake City, Utah, there is an institution called The School With No Name. It is a one-room school, wedged under a highway viaduct, with educated students of the town's 2,200 homeless families. Its pupils range in age from 6 to 16, and at night it doubles as a shelter for them and their parents.

A survey of eight American towns, including Salt Lake City, showed that 43 per cent of school-age children of homeless families were getting no education at all.

The problem has been growing ever since 1981, when the Reagan Administration cut back on welfare state aid, cutting the federal housing programme.

Though they agree that the homeless children have a right to go to school, they disagree as to who should bear the burden of cost and responsibility for a problem not of their making.

Society, not the schools, they say, has made the youngsters homeless. Society should clear up the mess. And pay for it.

Contraceptives may soon be distributed to pupils in New York following a decision to set up health clinics in schools. After months of controversy, the New York Board of Education voted narrowly in favour of introducing such clinics and it is now expected the board will approve their use for this purpose. Contraceptives are already distributed at two school clinics.

The decision to introduce the clinic service, which is hoped will extend to the whole school system, followed a dramatic change of heart by one member of the board of seven, Dr Gwendolyn Baker.

Dr Baker, who is national executive director of the Young Women's Christian Association, found to her surprise that schools had changed their policy on contraceptive education. She was a teacher. At a high school in Manhattan, she saw students with "their" children in their bellies.

She now favours not only prescribing birth control, but distributing contraceptives. Dr Baker's change of mind brought the voting on the board to a 5-2 in favour. The majority includes two Roman Catholics. Mr Wagner's wife was President Carter's envoy to the Vatican, and he has been under considerable pressure from the Catholic hierarchy.

Giving birth to a fierce controversy

Slugging it out in front of the cameras

NEW ZEALAND

Llyn Richards on why the political heavyweights are scrapping over education in the final round of the general election campaign

No election campaign has ever centred on education in New Zealand's 150-year English-speaking history – till this one.

New Zealanders vote on August 15 in what is virtually a two-party contest. The present opposition National Party opened its campaign with two glossy pamphlets (one called *A Nation At Risk*) on the ills of education as it sees them and the cures proposed. The National Party would dearly like the campaign to stick to the subject as its economic policies are not much different from Labour's and it has in the person of Ruth Richardson, shadow education minister – one of its most forceful weapons. Labour has taken up the challenge and for 15 minutes of his scheduled 25-minute campaign opening address its leader, Prime Minister Mr David Lange, talked about education.

A Nation At Risk paints a picture of widespread dissatisfaction with "social engineering" – mainly Labour's attempt to foster Maori culture and its encouragement of peace and trade studies. The National Party promises a simple solution: choice, standards, and equity. "Choice" means vouchers; "standards" mean external exams; "equity" means student loans.

Teachers' unions were quick to highlight the troublesome small print: choice includes no pupil being "zoned" and thus forced to attend a particular neighbourhood school, but no money will be provided to bus pupils to the

school of their choice or to expand popular schools.

External exams are to return since "students have a right to an honest account of educational achievement", but every child is to master a long list of "essential knowledge and skills". Long-term bursaries are to be abolished but "opportunity will not be dictated by socio-economic circumstances".

The Labour Party responded by pointing out its successes and the National Party's record of education cuts and as the television slugging got going it was Labour which hit the hardest. Its first five-minute slot featured Mr Russell Marshall, Education Minister, who has no trouble looking sincere and caring, attacking "old-fashioned solutions to new problems". In the background – a plush office with soft music – yuppies of both sexes at computers represented subliminally the rewards for being up to the minute.

Finally Mr Lange wound up with the promise that Labour would never bring in "user-pays" for health, social welfare or education.

His promise has failed to convince students and unions. The unions have chosen election time to spend a lot of money on a campaign to have education spending increased. The case has been strengthened by revelations that maths and physics teachers are scarce, and standards in these subjects are not up to scratch.

In each university centre, students have marched in their thousands, and got good media coverage for their arguments against "user-pays" plans. They were followed a week later by teacher college students, underlining their message that poor bursaries mean students must get loans or parental help, and consequently the intake of Maori, Pacific Islander and working-class people is tiny.

The Labour Government is unusual in its single-minded pursuit of strongly monetarist economic policies despite its socialist past. But it has got the message. In his opening campaign speech Mr Lange said: "Let's be blunt. We are going in to invest more in education. And that means real more, not just the more you get out of streamlining efficiency."

Lange also recently made a cynical remark about manifesto promises, and keeping to them. It is a comment the National Party is not going to let him forget – one of its slogans is "Can you trust Labour?" It looks from the polls as if the country thinks it probably can. But with the "don't-knows" approximately equalling the Labour lead, quite a bit depends on rival education policies.

LETTERS

Schooling itself dissuades potential teachers

Hog scores

Sir – Mr Jamieson (Letters, TES, July 17) declares Longman's are "very pleased with the reactions" from children and teachers to their *Reading World*. Pigs or not, what we most need to know is, "Does it work? How well do the children learn to read?"

Will Longman's please tell us what was the average reading quotient after two years use (using a common test like Young's) that proved out in the trials of the scheme? Such a figure is worth tons of "literature", any amount of enthusiasm. 95 like Belfield? 116 like the Lowestoft school? Or do they not even know? If not, perhaps schools using it would, in due course, let you (or me) know.

MONA MENE
2 The Crescent
Tofwood
East Dereham

Take as gospel

Sir – It is a pleasure to assure Dr Ray Summer of the National Foundation for Educational Research (Letters, TES, July 24) that one of the anecdotes in my article on testing is "apocryphal".

FRED SEDGWICK
1 Mornington Avenue
Ipswich

Breaking point

Sir – Caring teachers and caring parents who work together in partnership at school have just reached the school holidays.

Both teachers and parents have once again spent the past year trying to keep that partnership alive for the benefit of children's education and in the face of continued misinterpretation of the word "partnership" as "power". How many times must we parents tell him that we do not want power. And every

time he uses the word he threatens the partnership that we do want. Those of us who work in schools know how valuable this partnership is.

Mr Baker also tells us that he wants the widest possible consultation with parents. We are happy to note that his like-drownlog swimmers, the haven of the school holidays.

Parents and teachers have already departed on their summer holidays, leaving any parents and teacher organisations who might respond to the stream of consultation documents now

being issued on the Great Education Reform Bill (GERBIL) in a state of dismay.

And for those of us who have not yet gone away this is hardly the moment to ask for a seriously thought-out response when we cannot contact colleagues and are still feeling jet-lagged from trying to deal with "Baker-busness" all this last year.

Please, Mr Baker, play fair with us and extend the consultation period throughout next term. We, like you, deserve a break.

JILL THOMPSON
85 Temple Road
Oxford

Three-legged race against skill shortage

AUSTRALIA

Prime Minister Mr Bob Hawke has announced a drastic shake-up of public services following his election victory. The Government has cut the number of departments from 28 to 17, saving nearly \$100 million (\$43.5 million) but with a loss of 3,000 jobs.

Education, employment and training have been amalgamated under one minister in this reshuffle signalling a closer connection between education, industry and the union movement.

The shortage of skilled people is so widespread that it is threatening to choke the Government's economic recovery strategy.

Until now, the Government has overcome skilled labour shortages by attracting immigrants. Australian emigration around the world has begun for hairdressers, panel heaters, engineers, geologists and nurses.

Just enough labour is imported to take the pressure off and despite an unemployment level of about 8 per cent, shortages of skilled workers exist in almost every industry. But now the Government is likely to work very closely with industry and the unions.

Academics, so far, have cautiously welcomed the move. Professor Malcolm Skilbeck, Deakin University vice-chancellor, said combining education and employment and training would produce "interesting conflicts". Some would be creative and some would generate a lot of heat.

"It's a signal to the education community that the Government is very serious in its views about the relationship between education, unemployment and the economy."

Anne Sueskind

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LETTERS

Why science must be stretched



Free choice: did it ever deliver a quality science education for all?

Team teaching

Sir - In his objections to the move towards broad and balanced science throughout the 11 to 16 curriculum, John Cooper (TES, Letters, July 17) promulgates the myth yet again that the specialist science teacher has no place in a balanced science programme.

On the contrary, a balanced science course is often best taught by a team of specialist teachers using either a team-teaching approach or on a rota basis, thus ensuring that students are taught confidently, eruditely and enthusiastically.

Mr Cooper also implies that students will have to study balanced

science courses unwillingly, whereas surely it has been the case until now that most students have been willingly compelled by option schemes to give up certain science subjects at 14 to protect the rest of their curriculum.

In any case, does Mr Cooper really believe that students should only study those bits of subjects that they find most interesting? If a student can drop any further study of physics at 14, then why not algebra, comprehension, and oral French as well.

LYN BOSSONS
Head of Science
Biddick Lane
Washington
Tyne and Wear

Sir - It is a pity that John Cooper (TES, July 17) has chosen the Secondary Science Curriculum Review Better Science pack as an implement for flogging a very dead horse.

It is a nonsense to state that Better Science is "aimed at making double science compulsory in the 11-16 school". Better Science seeks to improve the quality of science education for all young people aged 11 to 16 years irrespective of school or curriculum organization.

The SSCR has at no time advocated a unitary solution to the problem of "science for all" nor was it ever, in sharp contrast to the National Curriculum, in the business of compulsion. In fact, through an extensive programme of consultation with industry, commerce, the schools and further and higher education, the SSCR did much to create the consensus in favour of a broad and balanced science education for all.

There are other aspects of Mr Cooper's letter that need challenging. There is no evidence that it requires 1,000 hours to re-train a physics teacher to teach broad and balanced science. It is pure cant to suggest that a curriculum based on a free choice of biology, chemistry and physics has ever delivered a quality science education for all young people.

The policy of free choice has resulted in the massive demotivation and

lowering of pupil expectation; a serious reduction in the pool of those who are scientifically qualified at age 16; and overt sexism and racism in our school science laboratories. The policy Mr Cooper seeks to defend has failed generations of young people and has also failed to advance the cause of science as part of the common culture.

The task that faces science teachers over the next decade is simple. As a nation, we can no longer afford the luxury of teaching a great deal of science to the selected few. Our task now is that of teaching a fair amount of science to all.

For those who seek to escape from this responsibility by moving to 16-19 education, I have some news. Many academics, industrialists and others have lost faith in the highly specialized separate science A level curriculum, and there is a powerful groundswell for a new deal - science at A level. I take it for granted, of course, that when Mr Cooper looks towards the greener pastures of 16 to 19, he has heard of CPVE, CGLI, BTEC and TVEI.

DICK WEST
Former Director
Secondary Science Curriculum
Review
"Warren Hill"
The Bostal
Upper Breeding
Sussex

Rewards abroad

Sir - I feel I must reply to the article written by my former colleague Cline Linke "Creativity battered down and shirts buttoned up" (TES, May 29). I worked as a lecturer in educational psychology at the Singapore Institute of Education from 1981-86 during which time Mr Linke was also a lecturer there, and have therefore first-hand experience of the situation he attempts to describe.

Contrary to Mr Linke's view I found working as a professional in Singapore most rewarding; the school curriculum is centralized, there is a real concern for high academic achievement, but this is not pursued to the extreme that Mr Linke describes. Teachers in Singapore are given considerable latitude in the ways they can teach their subject. In all parts of the world, there are good and bad teachers; and like the rest of the world Singapore has its share.

In recent years, the efforts made by the director and staff at the Singapore Institute of Education to revitalize the training of teachers is in my opinion second to none. Creativity and flexibility in teaching styles encouraged at the institute is having its impact on many classrooms in Singapore. Classrooms at the pre-school and primary school levels are not drab and the result of many in-service courses held by the Ministry of Education to upgrade their teachers is certainly showing signs of producing teachers that are innovative and yet responsive to the needs of the curriculum.

The point Mr Linke makes about the authorities being mostly systems engineers is no longer true, even if I've entirely the case. The Ministry of Education has many officers who are top professionals, a growing number of whom were students of mine who successfully took their master's degree in education. These officers certainly encourage both teachers and pupils to be creative and to develop creative minds.

Teachers and lecturers who are thinking of going to Singapore should be prepared to make adjustments to date, to different teaching and learning situations, to styles of institutional organization and administration which they are not familiar with at home. Teachers are expected to work hard but the job of teaching is as rewarding as anywhere I have experienced.

The teachers of Singapore in the main are a group of hardworking, dedicated and open-minded people. Many of them are creative in their teaching, many more are of the generation of teachers who with fresh attitudes to their jobs which is likely to affect their senior colleagues.

Teachers from abroad, if they are prepared to, will learn much of value from working with local teachers. On the other hand it has been my experience that most local teachers and lecturers are always ready to learn from their expatriate colleagues.

DR ELWYN THOMAS
University of London
Institute of Education
20 Bedford Way,
London WC1

Fully posted

Sir - Under the alarming title "Southwark crisis" (TES, July 24), you advise that more than 100 primary vacancies are expected in this part of the Inner London Education Authority in September. In fact, we are quietly confident that all full-time primary posts will be filled, including nursery ones, for the start of the academic year.

You clearly did not have time to check the quoted projection with the office of County Hall, so if you are relying on less conventional sources of information to predict events may I respectfully suggest you change the tea-leaves.

GORDON MOTT
Divisional Education Officer
Inner London Education Authority
Divisional Office No 8 Southwark
2 Camden Square
London SE15

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or edit letters, and to use them in any form.

PROFESSIONAL DEVELOPMENT

The hidden curriculum

Wilson Hepplestone & Gillian Steel

The hidden curriculum is a very powerful influence, and our pupils sense this. A class of 12-year-olds, asked recently to say what made a good teacher, offered these 14 qualities: they control children; explain; have a sense of humour; repeat explanations; listen to pupils; are unbiased; have a tolerable temper; dress decently; are polite; helpful and patient; understand the relationship of each pupil within the class; trust children and are not too strict.

Twelve of these qualities reflect what is often called the hidden curriculum, which teachers understand and use to benefit pupils. How strange, therefore, that as teachers we tend not to recognize that a similar hidden curriculum exists for us.

Our professional development does not just take place through official meetings, courses and conferences. It is constantly advanced by a multitude of unofficial influences within the school and within the profession. That is our hidden curriculum.

Once this is recognized, two immediate issues beg consideration. First, could the professional development of teachers be more systematically enhanced by themselves, as individuals or in support groups? Second, could this hidden curriculum be positively managed to improve the climate for staff development?

Professional competence is often advanced in unplanned ways. We often hear of the teacher who returns from a residential in-service course saying that the most useful information was gained in discussion to the bar after evening lectures. This may happen by chance. But if the teacher is not open to such opportunities they may be lost.

Professionals development frequently results from contact with other teachers. We see a different approach to subject material, or to the handling of a point. We are shown how to use a word processor, or equipment from Bondia word processor. We engage in staffroom debate, and pass on book review, TES cuttings or comments on television programmes. We watch others take assembly, attend plays and concerts in our own and in other schools, join others on educational excursions.

We work with student and probationary teachers, whose more recent training and fresh approach offer a special opportunity to experienced teachers in exchange for the induction and guidance given to the novice. It is even possible to learn from an absent teacher, since when he covers the substitute teacher can often pick up

much of the classroom atmosphere and teaching style of the absent colleague from the pupils and their room.

The examples given are those of hidden in-service, but surely the concept is much wider. For example, we respond positively when shown respect and trust, and when praised for our achievements, strengths and initiatives. Our attitudes and reactions reflect the manner in which we are approached. We can see all this happening with our pupils; perhaps there is need of an outside observer to see clearly the full extent of the hidden curriculum for teachers.

We would like to document as many instances as possible of unplanned professional enhancement, no matter how small the incident, so that the extent of the framework may be determined. Management skills are required to bring this hidden curriculum into the open, making it available to all staff, so that professional enhancement is the norm within a school.

In such a climate, we believe, teacher support groups would flourish, and school-focused in-service would find a fertile field. Each teacher who experiences this growth in professional status is likely to have a positive effect on other staff. Ideally, even the teacher least receptive to in-service education and training in its usual forms would be influenced to develop by a well-managed hidden curriculum.

As with formal in-service, there is the potential for raising staff morale and job satisfaction, and for enabling teachers to adopt a positive response to change. Being primarily school-based, there is also the enhancement of "in-house learning" for staff which in turn should improve pupil learning, as well as make its own contribution to school ethos.

Once the hidden curriculum for staff is recognized, identified, and effectively managed, there is every likelihood that teachers in general would like the opportunities it offers in a systematic way, rather than acquire them by chance as in the case at present.

We would be interested to receive from readers details of any instances when their professionalism was influenced by such a hidden curriculum, and any instances when some aspect of the hidden curriculum was consciously managed by them to the benefit of other staff. Please send them to 6 Prospect Field, High Hawker, Whitby, North York YO22 4LO.

Wilson Hepplestone is deputy head of Pinder School, Scarborough and Gillian Steel is deputy head of Casdon School, Whitby.

TALKBACK



PHONICS

Research

J Lennox Barnes

May I assure C P Hall that there is research to show that phonic methods are of "Pronounced Benefit" (The TES July 3).

Research in Kent by the National Foundation for Educational Research (published 1968), showed that primary school pupils who received systematic phonic instruction had fewer reading problems than those in schools where only incidental instruction was given. In the second type of school, there were pupils in their final year who were still uncertain of the alphabet and phonic sequences. Some of these schools began systematic instruction, with good results.

Unfortunately, many young teachers have not heard of this research. They have been frightened by phrases like "chalk and talk", "formal phonics" and "rote learning". There is a silly superstition that "group instruction" is a bad thing. They don't know that group instruction in phonics is time-effective, and provides the social opportunity to improve oral skills through playing with and imitating other children. (Vigotski, wrote: "imitation extends the zone of potential development".)

Do the college lecturers explain that phonics can be taught through language play? Phonic instruction can improve awareness of the patterns of sounds, spelling and rhythms of spoken English and children's ability to help themselves in reading. Individual word sheets don't help pupils of English as a second language.

J Lennox Barnes is a retired department head.

CONTINUING EDUCATION

Failing the average?

Pamela Howarth

Allison, Jenny and Sue, three mature students in my O level English class, took the Associated Examining Board's Mode 3 this year.

Allison, a small, lively 17-year-old, must have got her banking job on personality alone. Last year she left school with four Ds, only to find that, if she wishes to take career examinations, she must first gain Cs in mathematics and English in her own time.

Jenny, now married and in her early twenties, was not allowed to take O levels at school and left with only a handful of CSEs. She was dragged along to class by her sister-in-law after admitting that she found difficulty in writing the short reports that are a part of her job with British Telecom.

Sue, also in her early twenties, left school with two Ds at O level and one CSE and became a typist. She enjoys evening classes and has taken a different course every year since leaving full-time education.

When I met them last September, they did not even appreciate that sentence must contain a finite verb, their ideas on paragraphing and punctuation were vague, and Jenny had a serious spelling problem.

However, they set to work with a will, never failing to hand in their homework. Throughout the course, they asked intelligent questions, absorbed information quickly, and eventually reached C and occasionally B standard in their essays.

With tuition from my supportive husband, Jenny's spelling improved by leaps and bounds. Sue also took a dressmaking course and somehow fitted her own May wedding into a very busy year.

It was Allison, the youngest, who really felt the strain. At the best of times, adjusting from school to commercial hours is not easy, and bank staff often have to work late into the money balances. In these circumstances, Allison found two courses,

with the homework involved, a truly uphill task.

The three are presentable, alert and friendly, and it is no wonder that, in spite of their mediocre qualifications, they were quickly snapped up by employers. What is puzzling is that such willing, able students did not achieve better results at school. When I put this to them they smiled, shrugged and blamed themselves for not taking more interest, but I think their schools let them down badly.

For too long, too many English teachers have used their classes as a platform for social issues instead of getting on with the business of teaching. Many have scorned the teaching of grammar, fondly believing that children absorb the rules unconsciously. For the few things they work, but for the Allisons, Jennys and Sues of this world it does not.

In addition, there has been much emphasis on the special needs of various groups - low-achievers, high-flyers, ethnic minorities, and disadvantaged, disturbed and disruptive children. The end result is that happy-go-lucky, undemanding, average children tend to slip through the net unnoticed.

Allison, Jenny and Sue have another factor in common. They are physically small and in a classroom such children are literally more likely to be overlooked.

I have nothing but admiration for the way my students have tried to pull themselves up by their bootlaces.

Admittedly, Sue and Jenny have developed with work experience, but ability was always there and could have been fostered when they were at school.

Teachers complaining of lack of resources sometimes overlook the most valuable resource of all, ability.

Pamela Howarth is a part-time lecturer in English at Harrow College of F.E.



FIELD TRIP TO THE GAMBIA

Starved of basic resources

Phyllis Duffield and Linda Harcastle

school is a vaccination certificate.

The Minister for Education, the Honorable Louise N'jie, the only female cabinet minister, considers it fortunate that only 56 per cent of those entitled to attend school do so. A greater number would place too great a strain on Government resources.

In a country where there is a birth rate of 50 per thousand, there are 189 state primary schools and 44 small "un-country" schools provided by Action Aid, a British-based relief organization.

The Gambia has recently been forced to borrow money from the International Monetary Fund and paradoxically this has resulted in a

reduction of the amount available for education. What will the future hold for Bakau school? It already has 1,500 pupils, but only 36 teachers, of whom only six are qualified.

At 14 the children must pass an examination in order to continue to secondary education. There are eight secondary high schools (old-fashioned grammar schools), one technical high and 16 secondary technical schools.

We visited The Gambia high school in Banjul, the capital. There were between 650 and 700 pupils; aged between 14 and 23; O levels are taken at 18 and A levels at 20 plus through British examination boards.

In one class, the geography teacher explains to us the difficulty of teaching Gambian children topics from British syllabuses: when the majority will never have seen a snowflake, let alone a glacier, and the closest thing to a motorway is a dirt road with fewer pot holes than normal. The sole aid to this uphill task are an ancient wallchart and one or two textbooks, for each school, not each pupil.

Everywhere we go we are accosted by young men eager to find someone to help them obtain a place in a British school. In a country where the unemployment rate is 70 per cent, the opportunity to learn is valued, a salutary lesson for our own students.

Our aim is to provide 19 of our pupils with an insight into life in the Third World and to gather primary data. We also hope to provide some resources for our hosts. The gifts we take are simple pencils, but we could not have imagined the impact that these have. Someone giving away £100 notes in Britain would probably attract less attention.

In a country where most workers earn 40 dalasi (about £4 a week) and nearly all manufactured goods are imported, a pencil becomes a treasured possession, almost a status symbol. We give hundreds away, gifts from the pupils back in Stockport and the Soroptimists of South Lancashire, but there are never enough.

The information we collected has already been used directly in 16-plate and A level projects by some of the students who took part. Slides and videos have been used to help illustrate a variety of topics and links have been forged between pupils in Stockport and in The Gambia.

This trip has enabled us to further enhance the resources we have for Third World studies in our school. It has also shown us that even in a Third World country where the people are not suffering the obvious signs of malnutrition or starvation that we have been shown on the media, there is deprivation.

Children who are eager to learn, fit and ready to make the most of their talents, are starved of even the basic resources we take for granted as essential to learning and skills development.

The Gambia is a country with very limited natural resources. The Ministry of Education is convinced that its future rests with an educated population, yet she cannot offer that education because of a lack of financial and educational resources; it has become a vicious circle.

We try now not to complain about our own lack of resources. The expedition made us all realize that it is true: the more you have, the more you want and the less you want what you have.

Phyllis Duffield and Linda Harcastle teach in the geography department at Priestnall School, Heaton Mersey, Stockport.

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Opting in

Sir - We have seen articles in the press saying that the annual governor/parent meetings which were legislated for in the 1986 Education Act are a waste of time because of low parental involvement.

We should like to state that this does not accord with our experience in Wandsworth. For example, at Honeywell school the meeting was well-attended and the parents questioned governors in a way not previously possible.

Among other items, the meeting was used to oppose the move by Wandsworth Council to secede from the Inner London Education Authority. We feel these meetings are a valuable forum for parents to present their views as a body and to make sure the governors are fulfilling their commitments. They also enable parents to express their views about wider educational issues in times of rapidly changing policy.

CORINNE GREEN
SUE STERN
VIRGINIA WEST
Three of the Honeywell school parent governors

Knowing best

Sir - Further to the article in The TES of July 10, Wandsworth Council, Mrs Thatcher's gold star borough, has decided to try to take over control of education from the Inner London Education Authority. This position was reached without any local consultation with parents, teachers, headteachers, governing bodies or students affected.

They claim they have a mandate. The irony is that the local Tory candidate, John Bowls MP, chose not to mention the proposals in his election propaganda, and the national Conservative manifesto claims that governing bodies and headteachers "know best the needs of their schools" and that the Government would "increase parental choice".

Presumably that "knowledge" and "choice" is only acknowledged if it can be trusted to fit in with Tory plans.

SALLY MORGAN
Labour Education Spokesperson
Wandsworth Council

Gender offender

Sir - As far as I could see from the front page picture (TES, July 24) one of the younger Government waving their hands was female and at least six others of the "younger statesmen" pictured were girls. If a prestigious educational publication such as The TES uses such sexist language, what hope is there for the rest of society?

ANN REYNOLDS
12 Giles Avenue
West Bridgford
Nottinghamshire

Department gap

Sir - I welcome Dr Ronald Davie's article (TES, July 24) in which he deplores the failure of different Government departments to work successfully together.

The 1981 Education Act has helped children who suffer from disorders of communication. This group has been largely ignored for decades and at last they are generally being properly assessed and diagnosed. Their educational needs of specialist teaching and intensive speech therapy are acknowledged on the statements of special educational needs which the local education authorities are obliged to issue. However, because these needs cut across the departmental boundaries of health and education, our children often fail to have their needs met despite the apparent protection afforded them by the 1981 legislation.

It is health authorities which employ speech therapists and they are without statutory obligation to provide such services.

And so we have children like Sarah, who fall between the Department of Health and Social Security and the Department of Education and Science, between the I.C.A. and the health authority. Sarah needs two years of speech therapy delivered to an educational setting to allow the therapist and the teacher to work closely together. If she were given this, it is likely that she could continue with mainstream education for the rest of her school career. But because the health authority cannot provide the speech therapy needed and the I.C.A. refuses to do so because they deny they have a responsibility for this type of special educational provision, the child will probably go to a residential special school, many miles from home, at a cost to the rate-payers of £10,000 per annum and of emotional distress to Sarah and her parents.

The special needs of children rarely fall neatly into black and white categories.

MOIRA NOBLE
Education Officer
Association For All Speech Impaired Children
347 Central Markets
Smithfield
London EC1

Reasonable terms

Sir - I was astonished to read the Government's justification of its rejection of the four-term school year on the grounds that the idea does not command universal support within the education service (TES, July 24). Is Mr Baker about to abandon his claim of contentious education policies on the very same grounds?

MERVYN A. C. RICHES
18 St Augustine's Road
Bedford

"THE TV'S CLOGGED UP WITH JARGON SIR..."



Grist to the mill

Sir - Jargon has been one of the chief impediments to that dialogue between teachers, broadcasters and parents which is the raison d'être of the Popular Television and Schoolchildren regional groups set up by the Department of Education and Science, in 1984 following publication of a report by the same name.

It has been educational administrative jargon rather than media education jargon, however, which has distanced the parents and broadcasters from the East Anglian group. We TRIST and we ORIST and we blow our house down.

Some teachers have learnt to simplify their jargon; they teach reading using "real books" and "books with soul". Our concerns on teaching about popular television should also be expressed in such terms: "real programmes", "programmes with guts".

In my experience the chief problem teachers have with media education is that, when it comes to making sense of popular television, children are better at it than they are.

D. DUFFEY
Headteacher
Paston Ridings Junior School
Peterborough

Disability rights

Sir - Redeployment is a difficult exercise for the ILEA, but it is necessary one to provide good quality education for all London's children.

In all cases of redeployment, the procedures are followed scrupulously and fairly. This applied absolutely to the Hackney geography teacher, Richard Rieser (TES, July 17).

The authority naturally gave consideration to Richard Rieser's disability, when deciding whether to redeploy him. He was given the opportunity to state if there was any additional information he wished us to take into account - as were all TAA's (teacher above authorized number). He did not take this opportunity.

The ILEA selected Stepney Green school to direct this teacher to, where the geography department was based on the ground floor - unlike Hackney Downs school, where he is teaching now. The Authority considered Stepney Green a better placement for Richard Rieser, as he would be able to

Cash crescendo

Sir - So the Government proposes to include music for all pupils to the age of 16 in the national curriculum.

For all the extra hours of work I put in before school, at lunchtime, and after school?

Could it be that music is now going to get similar funding to the other specified subjects and dare I dream of the benefits that a Scale 4 would bring to my family (yes, an extra £2,000) instead of the Scale 3 that most music head of departments end up on in large comprehensive schools?

What a rush of daft thoughts fill my mind as I stand here patting the front door in attendance to having a foreign holiday!

F. W. PEACOCK
8 North Jesmond Avenue
Newcastle upon Tyne

Balance question

Sir - My comments on the membership of the Interim advisory committee reported in TES, July 24 were intended only to apply to one or two members of the committee.

I also said that overall the balance was very questionable. In particular, the classroom teacher interest was conspicuous by its absence.

I reiterated the NASUWT view that the committee arrangement was not an acceptable substitute for real negotiations.

NIOEL DE GRUCHY
Deputy General Secretary
NASUWT
22 Upper Brook Street
London

direction to Stepney Green. As a result the ILEA sent disability consultants to examine the school from the point of view of a wheelchair user; to be certain they could manage at all times. Their conclusions were that a wheelchair user would have difficulties because of door widths and a lift which would not be usable in an emergency - such as a fire.

The ILEA panel reviewing the case considered these findings, and withdrew the direction. The authority takes very seriously its responsibilities to employees with disabilities. Richard Rieser will continue to teach at Hackney Downs school, unless a post becomes vacant at a school where the facilities are better. The ILEA will ensure that this teacher's skills and experience are used to the maximum benefit of pupils.

Richard Rieser's grievance is being dealt with and should be resolved by September.

NEIL FLETCHER
Reader
Times Education Authority

The outer limits

By Angela Cringean

The island of Eriskay, famous for its ponies and woollen sweaters, lies between Barra and South Uist in the Outer Hebrides, and has a population of about 230. Its school at present has 36 pupils, with older children leaving the island after the second year to go to Daliburgh on South Uist, or occasionally to Stornoway on Lewis.

Like other schools in the Southern Isles, the future of Eriskay's secondary department will be up for review when the new senior secondary school scheduled to open next year at Lillilale on Benbecula starts to operate. The chances are that it will gradually be phased out, leaving only a primary school on the island.

Eriskay can normally be reached three or four times daily by vehicle ferry from Laidue on South Uist, where the boat the *Politician* sails, giving inspiration to Compton MacKenzie's "Whisky Cakere". Sailing times are entirely dependent on the tides, which can be inconvenient for the several peripatetic teachers who teach one day or half a day a week on the island. There can be few school curricula planned around tide times in the way that Eriskay's is.

There are obvious disadvantages to being educated on an island as small and isolated as Eriskay, but the uncomplicated enthusiasm of the children suggests there are benefits too. John Harrison, headteacher of the school and the only full-time staff member to live on the island, feels that "The main advantage comes from having very small teaching groups, with whom we can achieve a lot with limited resources and make full use of our environment here."

The children are well aware that their school's family atmosphere and the island's rugged en-



Pupils of the New Forest

"When you cross Deadman Bottom, don't pick the bog asphodel."

This is not a cryptic crossword clue, but a warning to children taking part in an expedition through the New Forest. "Adventure at Deadman Hill" is one of the activities mounted by the Downton Project, which is using an education project grant to enrich the curriculum of 10 rural primary schools in South Wiltshire.

Using the local environment to boost learning is an important aspect of the project, according to John Roseman, the advisory teacher coordinating the scheme. The main aim of the trek through the New Forest is to develop problem-solving skills.

Groups of four to six children have to find their way across three miles of fairly desolate scrub, marsh and woodland, using compasses, maps and common sense. Clues tied to posts tell them where to head for next, and they have to negotiate obstacles like ponds and rivers on the way.

Intrepid contingents from Landford school stride off in five different directions on a cloudless summer's day. The improvised stretchers they're bearing are for their equipment, not for exhausted teachers. Each group has an adult companion, either a teacher or a parent, but the children are expected to discover their own answers to problems.

"In the classroom, most teachers intervene too early," explained Cyril Jennings, an advisory teacher for environmental studies who has helped to plan the course. "If you give children time and are prepared to wait, they can come up with some imaginative solutions."

It takes the first group 20 minutes to work out how to cross a pond using an inflatable one-seater dinghy, some string and several bamboo canes. There are gasps of horror as the canes get stuck in the mud in true punting tradition.

Once they have been retrieved, the group noisily discusses the next clue. Learning to work as a team is one of the aims of the expedition day, says Mr Jennings. "Some pupils argue furiously, others mature visibly and work collaboratively. He recalls one awful day when teacher put all the boys leaders into the same group."

The next challenge is to extract a clue in a plastic container from a steel tube, without untying the tube from its stake. The pupils eventually decide to pour some of their precious water supply into the tube so that the clue floats to the top.

"The expedition changes teachers' perceptions of pupils," says David Rate, headmaster of Landford school. "I'd never have imagined some of the things they're capable of."

Parents, too, have been surprised by the children's achievements. "My son did things I wouldn't have expected him to manage or work out," said Mrs Shelley Head, whose 10-year-old son, Dickon, is a pupil at Morgans Vale school.

Susannah Kirkman joins a party of intrepid youngsters practising survival skills on Deadman Hill

Mr Rate also finds "staggering" changes in children on the residential and camping trips. "They are far more motivated than in a normal classroom," he said. In the two years since the project began, school parties have stayed at the Slimbridge Wild Fowl Reserve and a Cotswold youth hostel. Camping at a special site for Wiltshire schools at Barwick St James has also been popular and the minibus bought with some of the support grant makes frequent visits possible.

The project gives pupils the chance to become familiar with a variety of natural environments. Halfway through the expedition, one group is following a stream in search of a marshy area where they hope to find their next clue. Mr Roseman points out the white tufts of wild cotton which are often a sign of boggy ground.

Skirting a drift of pink heath-spotted orchids, the children struggle through scratchy bracken and heather to reach the lighthouse bivouac. Here they have to construct a shelter from their bamboo canes, string and a plastic sheet before they can eat their sandwiches. After lunch, they carry out a soil test and make notes on the different vegetation they've walked through.

Most of the children agree that the final challenge, building a bridge across a stream, is the most difficult. One group expertly lashes four planks and two poles together, but the team with two milk crates and three planks takes longer. Eventually, everyone crosses safely and not too damply to the other side.

There is an impressive display of pupils' work at the project centre, which is based in two immaculately converted mobile classrooms at Downton secondary school. Teachers can see what's going on in the different project schools and a list of resources helps them to share skills and equipment.

An important spin-off is closer liaison between the primary and secondary schools. Staff from the three local secondary schools have offered their specialist skills to the primary teachers and have run maths and handwriting workshops to help ease the pupils' transfer.

Mr Rate says the Downton Project as a catalyst. So far it has sparked off a swimming match between the 10 schools; joint drama and theatre-in-education days; a music festival. Every week, 36 children, aged 7 to 11, take part in the project.

centre for violin and cello lessons and art and craft activities.

Bringing together pupils from different schools is a more economic way of using resources, as well as more fun for the pupils, who have the chance to meet a wider range of children their own age. At Landford school, for instance, there are only two four-year junior boys out of the 80 pupils.

Teachers from the project schools also meet regularly for "forums" on anything from school for infants to shadow puppets. And there is an annual project conference where staff can discuss their work. A regular newsletter provides links with other rural schools' projects, including a parallel scheme based in Marlborough, Wiltshire, in the shape of Mr Roseman and a full-time supply teacher means that, even at a three-teacher school, staff get the chance to team-teach and to visit other schools.

Mr Roseman is convinced that the project's real investment is in the teachers. As project coordinator, he is encouraging staff to use the best of primary practice. "It's easier to rely on a didactic style of teaching than to let children be the agents of their own learning; some teachers need help to change," he said.

But he thinks working alongside teachers is essential to win their co-operation. "Advisers who breeze into school, say 'How about doing it this way, dear?' and then breeze out again, are no good," he insisted. Together with a new head teacher, Mr Roseman has been able to help one school switch from a formal approach to experiential learning, partly by taking care to explain the new methods to parents.

Parental support is already providing some impetus for the project. At a recent consultation meeting to discuss the reorganization of South Wiltshire's secondary schools, Mr Roseman was delighted to hear one parent ask anxiously about the future of "our" project.

There have been several displays and shows of project work and many parents have responded by offering their own time and talent to the scheme. Martin Aymes, who has a nine-year-old son at Landford, helps on camping trips and expeditions. He is particularly impressed with the skills fostered by the project. "Education isn't a question of filling people up like pots and then pouring the knowledge out," he said.

Although Mr Roseman has initiated many of the curriculum changes in the project himself, he is confident that teachers will continue the work when the four-year project is over. He hopes that staff will organize next year's New Forest expeditions themselves, for instance.

The Downton Project can be contacted at Downton County Secondary School, Bramore Road, Downton, Salisbury SP5 3HN. The Marlborough Project is based at St John's School, Chipping Knave Lane, Marlborough, Wiltshire.

The columns of *The TES* have chronicled a long history of complaints about the methods used to select teachers for appointment. It is just over 16 years since the publication of a letter from a promotion candidate who was "disgusted with the constitution and quality of the interview board" (*TES*, June 6, 1971). More recently, Ms Veronica Warner complained of the prejudice of selection panels against female candidates for head of department posts (*TES*, June 19, 1987) and Chris Webster (*TES*, July 7, 1987) was able to highlight the inadequacies of a selection process that has changed little in these 16 years.

The recognition that all is not well with the selection procedures for teaching appointments is not the prerogative of those teachers who feel they have been unfairly treated in appointment decisions. Brian Monsures (*TES*, Jan 31, 1986) reported that L.A. officers and primary school headteachers acknowledged that too many mistaken appointments were being made; they listed inadequate procedures, bad judgement by selectors and faulty "gut-feeling" as among the reasons for these errors.

Ms Warner was convinced that the obstacle that barred her path to a head of department post until her eighth interview was that she was female: a male candidate with the same experience and attributes, she believed, would have succeeded more quickly. But Ms Warner's problem could have been not that she was of the wrong sex but that she had the wrong surname. This is suggested by one of the main findings of a research project which, as a prelude to planning improvements to present selection practice, set out to identify how and why appointment decisions were made.

The formal interviews and decision-making discussions were observed for 89 candidates for 26 posts in 10 Midlands comprehensive schools. The interviews resulted in 23 appointments being made, but only five of the successful candidates were drawn from those teachers interviewed after the half-way point in the interview order. Candidates in the bottom half of the interview list were at a significant disadvantage whatever the number of interviewees, but this disadvantage was most pronounced with candidate groups of more than four people. Given that it is still customary in most schools to interview candidates in alphabetical order of surnames, Ms Warner could well have faced an uphill struggle, but one that would also have faced Mr Webster.

The problems facing candidates in the lower half of the interview order were caused by the failure of selectors to identify clearly the expertise and experience needed to meet the demands of the vacant post. A detailed job-description rarely existed and, even where such a description was available, it was not used to identify the knowledge, skills and experience to be sought in the successful candidate.

Lacking any agreed criteria against which to assess candidates, selectors relied heavily on the impression they formed of personal qualities, favouring teachers who had an "outgoing personality", whom they felt to be "warm", "enthusiastic", "dynamic", "committed" and possessing a "sense of humour". Selectors judged candidates with these "desirable" personality traits to be suitable for appointment because, it was speculated, they would have the ability to form good relationships with pupils and teachers and, for head of department posts, the ability to provide leadership.

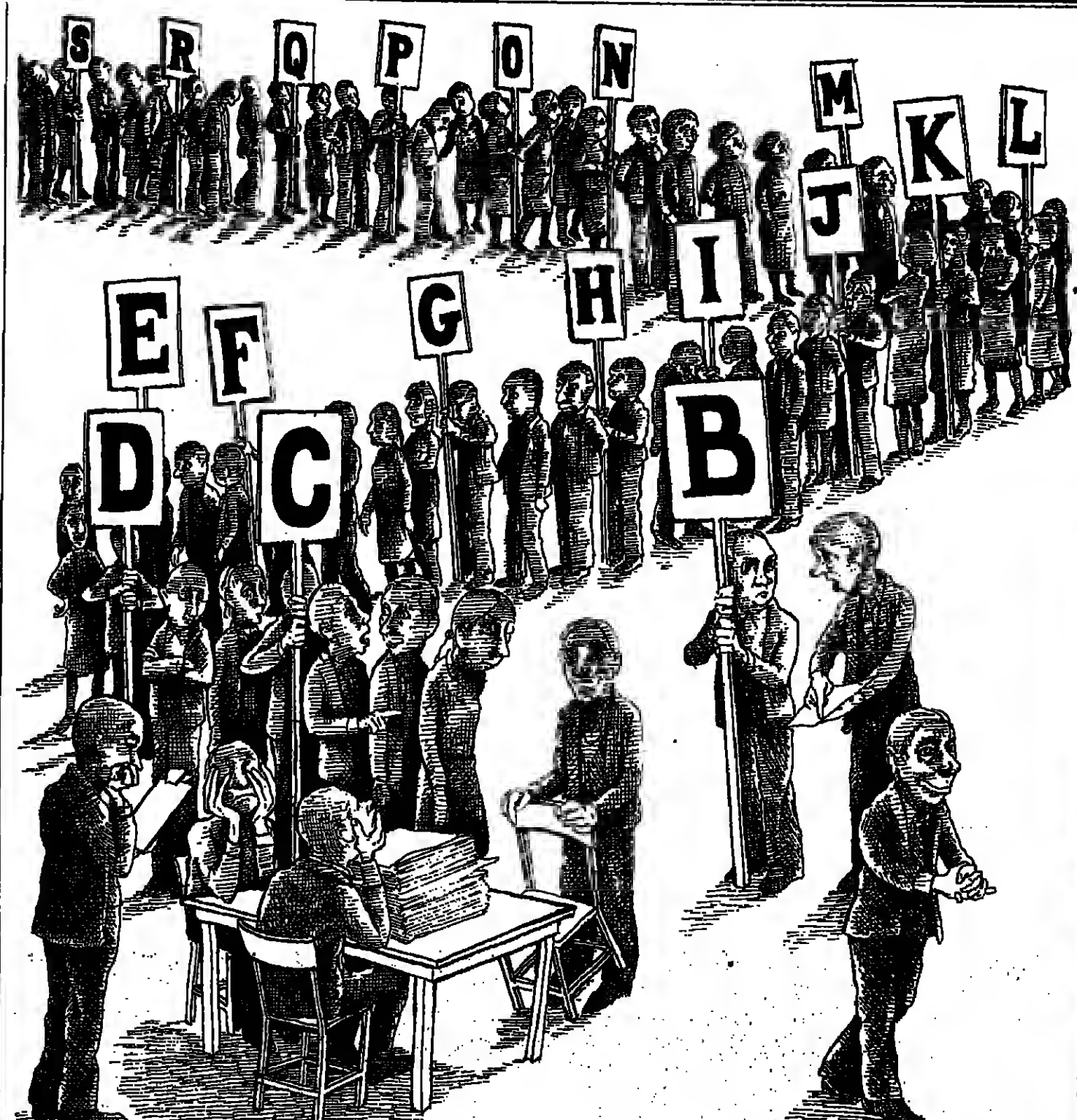
"Personality" was the most influential indicator of leadership potential. Indeed, in head of department appointment decisions a favourable impression of a candidate's "personality" could override recognized deficiencies in experience or expertise, but if selectors expressed doubts about a candidate's personal qualities he or she would be deemed unsuitable.

To create a favourable impression of their personal qualities candidates had to be able to establish rapport with the interviewers. Selectors favoured candidates with whom they felt at ease; whom a clear flow of conversation could be established. Candidates judged to possess the right "personality" for the job were those whose interview performance has been "forthcoming", "clear", "in exposition", "confident" and "prompting", "unclear", "to the point" or "unprompting". Candidates who were "restrained", "unprompting", "unclear" or "to the point" were likely to be criticized for lacking the "desirable" personality traits.

Although selectors often commented sympathetically on the nervousness of interviewees, candidates were likely to be criticized for their failure to establish rapport with the interviewers.

The importance attached by selectors to the establishment of rapport and the associated favourable impression of a candidate's personal qualities served to favour those candidates who were early in the interview order.

One candidate had been found who had been able to establish a comfortable relationship with the interviewers, so it person-



What's in a name?

suitable for the job had been found. Later interviewees were thus faced with the task not only of trying to prove their suitability for the post but of trying to change the minds of selectors who believed they had already discovered the right person. Where there was a large field of candidates to be interviewed, the chance of shaking a selector's liking for an earlier candidate diminished because changes in the pattern of questioning made it more difficult to establish the essential rapport.

The flow of conversation relied upon the ability of selectors to pick up aspects of answers to the main questions in order to put supplementary questions which probed that subject more fully, or edged the interview naturally towards the next line of enquiry. With later interviewees this supplementary questioning decreased.

The interviewers' difficulty in maintaining concentration throughout a long session of interviewing, allied to the feeling that he or she had already found the best person for the job, ensured that for later candidates more of the interview consisted of a mere progression from one main question to the next. The failure of interviewers to respond to candidates by picking up aspects of their answers led to a lessening of the conversational atmosphere.

Thus it was more difficult for later interviewees to be "confident and relaxed", to give the impression of being "enthusiastic" or "dynamic" and the selector's conviction was reinforced that an earlier candidate was the most suitable for appointment.

The personality of a teacher is indisputably relevant to selection decisions, whatever the level of appointment, but the manner in which personality was assessed on the evidence of candidate behaviour during a formal interview and the

Research suggests that Mr Rose is less likely to get a job than Mr Cabbage. Ken Adey explains

overwhelming importance attached to it, especially as a sign of leadership ability, combine to illustrate the inadequacy of present selection procedures.

Chris Webster's advocacy of the use of problem-solving exercises, both written and verbal, to improve the selection methods for posts which carry management responsibility is to be applauded. Similar tests could be used to assess a variety of leadership skills and form a more accurate judgement of a candidate's potential. However, care must be taken to ensure that such exercises are designed to assess skills identified as relevant to the responsibilities of the vacant post and to ensure that those responsible for assessing a candidate's performance are trained in that task. Inappropriate exercises and inadequate or erroneous assessment will not help to improve the quality of appointment decisions.

Similarly, if testing is regarded as simply an adjunct to the formal interview and selectors continue to allow appointment decisions to be dominated by impressionistic judgements of candidates' suitability on the basis of that interview performance, little will be achieved. Testing will be little more than a gimmick; an irrelevant hoop through which promotion candidates are forced to jump.

The quality of appointment decisions will only

be improved if the introduction of well-constructed and assessed testing is accompanied by improvements in interviewing. Interviews, like exercises, need to be carefully planned to enable selectors to use them to collect relevant evidence on which all candidates can be compared. Appointment decisions should then be made using the combined evidence of tests and interviews to compare all candidates against relevant criteria.

If improvements are to be made, a major burden of responsibility lies with I.C.A.S. to encourage schools to adopt selection tools which have long been used outside education, and to provide the guidance and training necessary if selectors are to use new and existing selection techniques effectively. Teachers too have a responsibility, both as selectors and promotion candidates, to co-operate fully in attempts to improve the methods by which appointments are made. Not everyone shares Chris Webster's enthusiasm for innovation. More than 40 per cent of the interview candidates for scale posts who were questioned in the 10 Midlands schools claimed that they would not be willing to participate in written problem-solving exercises or a group discussion, a part of the selection process.

If the columns of *The TES* in the next 16 years are to chart the progress of improvements in the techniques used to select teachers for appointment, there must be a commitment to innovation and improvement from all parties involved. Without that all-round commitment, the next 16 years will mirror the past 16 with selection procedures that remain unjust but unchanged.

Ken Adey is a researcher in educational studies at the Educational Research Unit, Wolverhampton Polytechnic.

Review

When I met the Rabbi from my old synagogue in the Princelet Street Heritage Trust building, he waved an expansive hand around. "Where else would you expect us to set up an exhibition of Jewish history but in a street that is 100 per cent Bangladeshi?" he asked, putting his finger on the contradiction in the current Jewish East End Celebration.

This programme of exhibitions, talks, concerts, walks, films and religious services has met with a lukewarm reception from the Jewish community at large and, I would guess, with no reaction at all from the ethnic minority currently making its way through the textile sweatshops of Spitalfields, Stepney and Mile End. Bangladeshis have their own culture - Mosques and Islamic newspapers are to be spotted all over the East End. But why would Anglo-Jewry (as it likes to call itself) be so neglectful of its past? Especially as American Jews have been flocking to the event in numbers and have written ebullient letters prefaced with such gems of Yankee Jewishness as "Oy vey, Have I got news for you!"

English Jews, as many of the exhibitions make clear, have devoted enormous efforts to becoming Anglicized. Seeking a place in what they perceived as a homogeneous English culture, they quite consciously severed many roots connecting them to the Old Country. Let's face it, the Old Country - particularly if by that you mean the Pale of Settlement on the Polish-Russian border into which the Tsars crammed four million Jews by the turn of the century whose lives they proceeded to make a misery with pogroms and restrictive laws - was not so great. That's why Jews came to a new country. And having got here, and faced undeniable prejudice, both from their settled bourgeois co-religionists, anxious not to jeopardize such gains as the political emancipation of the Jews (1858) and from Anglo-Saxon society recoiling from the spectre of the "Allens" in their midst, many were not anxious to draw attention to themselves. There is a degree of contrast with the American experience, with a pluralist society in which minority groups have rights guaranteed under a written constitution. Today, in my experience, many Jews wish only to be English. They locate anti-Semitism firmly in faraway locales such as Russia and direct their fighting spirit to raising money for Israel. As one elderly lady said to her friend in the Princelet Street synagogue, "I learnt all that Hebrew as a child, but I've forgotten it now." And as a pensioner wrote to the *Jewish Chronicle* in 1980, "To those of us old enough to look back to the poverty-stricken East End of the past, distance does not lend enchantment to the view."

However, for those of us secure (or so we



The long schlep

Victoria Neumark goes down a Jewish memory lane

would like to believe) on the far side of the leap from Stepney Green to Golders Green (see Age Exchange's new show), the Jewish East End Celebration is fascinating. Particularly memorable is the re-creation of a Stepney Household of the 1920s (admission free; Stepney Greco Court Clubhouse until August 31). Drawing on interviews with local people in the Industrial Dwellings blocks of flats, the designers have summoned up the spirit of the age, from the packet of

Woodbines to the *challah* (Sabbath bread) on the parlour table. Crammed with photographs, the tiny two-room flat could have housed seven people - and a sewing machine. The step from the world of the family and women's work to the world of the *shul* (synagogue) and the men's banding into Sons of the Covenant is the (JEEC) from Stepney to Spitalfields. Almost under the shadow of Hawksmoor's menacing pile of Christ Church Spital-

fields, the Victorian synagogue of Princelet Street is unexpectedly dry and graceful. Built in the mulberry garden of a Huguenot in 1867, it had fallen into disrepair until the Heritage Trust began renovation. Now its wrought iron pillars and stained glass are host to memorabilia from the *chevrot* (small synagogues) and photographs from the bygone days of intense family feeling among the *landsman* (emigrés from the same areas). With the resonant chants of the religious services ringing in your ears, you can head down the road to the grand Epstein show, where this most bloody and magnificent of Jewish sculptures is displayed all over the Whitechapel Gallery (until September 13, admission £2.50, children £1.00).

Three exhibitions of photographs summon up the *schlep* (difficult journey) from penniless refugees to prosperous businessmen. At St Paul's, in the crypt, Beth Hatefutoth (Museum of the Jewish Diaspora) is showing its *World of Yesterday* exhibition (admission 75p, until September 4). This comprehensive display covers all aspects of the Jewish experience in England from 1870 to 1920. The run of images from

'To those of us old enough to look back to the poverty-stricken East End of the past, distance does not lend enchantment to the view'

wizeoed old grandmas from Minsk through Boys' Clubs, schools, shelters, seaside outings and sweatshops to Mrs Alfred Mond languidly disporting herself with her infant son on the lawn of her suburban mansion says it all. Irv Klier's affectionate portraits of shopkeepers at the Bishopsgate Institute and the Jewish Women's in London Group's affecting stories of *Daughters of the Pale* (Central Library, Tower Hamlets until August 8, admission free) complement this strong display.

The last wave of Jewish immigration to this country ended with the war. Forty years later, it is still too painful for many naturalized citizens to remember the first days of poverty in this country, flogging handkerchiefs on the pavement out of a suitcase without a word of English. Which makes me wonder, 40 years on, will we see a Bangladeshi East End celebration? And will it also show in Princelet Street, which is going to be a Heritage Centre for all ethnic minorities?

Hanging around with words

Tom Deveson on an anthology of poetic debuts

First Lines: Poems written in Youth from Herbert to Heaney. Edited by Jon Stallworthy. Carcanet £8.95. 0 85633 476 7.

The youngest poet in this unusual anthology is Christopher Smart, whose rhapsody to a rival for a girl's affections was composed at the age of four; the oldest is Seamus Heaney, with an impressive piece of *errand* Hopkins written as an undergraduate at 19. Many of the poems have more than a curiosity value and few will be familiar from other collections. Poe's *To Helen* is probably the best known, and it's striking to be told that the lines on the glory that was Greece came from a boy of 15. Pope, Blake, Wilde and Sidney Keyes are also represented by poems that have already helped build their reputations. Common themes are time, love and landscape, with rather more jokes than would probably be found from mature writers. But well-written as many poems are, there's nothing with the polish of, say, Montale's *Ode*. Poets begin to produce lasting work more slowly than musicians or artists. Rimbaud's extraordinarily consistent precocity remains an exception.

None the less, there are striking examples here of voices being struck that were to underlie later and richer harmonies. Tennyson, at 17, has already found one of his voices, melancholy and nostalgic: "I stand like some lone tower. Of former days remaining / Within whose place of power / The midnight owl is planning." Hardy, at 15, sees how "an oak upriseth springing from a seed / Dropped by some bird a hundred years ago" and is characteristically led to a vision of a landscape altered by time and recalled in his grandmother's memory. Keith Douglas prophesically catches, as a 15-year-old, the unsentimental precision of language of his war poems: "through a machine-gun's sights / I saw men curse, weep, cough, sprawl in their entrails."

Other writers, especially the major pioneers of modernism, found notably unlike their later selves. Joyce provides a piece of palatially Paterian elegance; Eliot a measured Jonsonian lyric, Cummings a colourful but formal near-sonnet. "The dim deep of a yellow evening slides / Across the green and minnows with the light / One way of seeing Harvard but language was soon to become more abrupt and attitudes less respectful. Pound sounds like a Pre-Raphaelite but that sometimes happens with his later work. It's only to be expected, of course, that young writers should eagerly seize the chance of sounding like older and admired contemporaries.

MacNeice is less the public schoolboy than a son of Ireland overflowing with Yeats: "Come you away to the black peat bog / The driving rain / and the drifting rain." Auden took to Hardy (partly for the tone and attitude, partly because a fraction of him was lying "unsheltered underneath / its engine rusted fast, its boiler mossed, unfired / Companioned by a boot-heel and an old card" while "Larkin to turn steeped himself in Auden and it shows: '... for on our island is no railway station' / There are no tickets for the Vale of Rheidol." No books here, trading ships and sea-gulls pass. What these young poets are doing

is both conferring on themselves a kind of apostolic succession and trying out the techniques of their craft.

For as Jon Stallworthy rightly points out in his introduction, nursery rhymes can start a process of metrical development that poets carry on by themselves. There's a clear interest in the ways lines can be handled or misused achieved throughout the collection. From Herbert's "Sue, Lord, there is enough in Thee to dry / Oceans of ink" with its graceful enjambement to Heaney's balancing of sounds as he describes a "heavenly / plant-blue and green-plum with gold", there's little evidence of the poets simply looking into their hearts and writing. Rather, as Auden once said, they're enjoying hanging around with words. One would like to know more than Jon Stallworthy has room to tell of the features at their back, backgrounds that helped the hanging around to be fruitful. Did the classics bled into Cowley give him greater feeling for the metaphorical myths than Keats got from the British Museum? Was Swinburne's reading among his tutor's books at Eton more or less profitable than Isaac Rosenberg's in the Whitechapel Library?

Without more information one can only guess that a poet is more likely to emerge from a corner with a dictionary in one hand and a book of verse in the other than from a creative writing class. But this anthology suggests it will have been the realm of hard-labour work; Ben Jonson paying tribute to Shakespeare, reversed the Latin tag and insisted that a good poet is a good craftsman.

Popular protest in South Africa

South Africa, Time of Anger, Time of Destiny. By Martin Murray. Verso £29.95. 0 86091 146 2. £9.95. 857 2.

African and Caribbean Politics. By Manning Marable. Verso £24.95. 0 86091 1172 1. £8.95. 884 X.

Martin Murray's *South Africa* is the first serious attempt to analyse popular protest during the last three stormy years in South Africa. It is a difficult task. The pattern differs from one area to the next, there are dozens of different groups and, to make things more difficult, structure of opposition often breaks down at the grass roots. The leaders of the UDF, for example, cannot control their young "comrade" membership in the townships. Nor is the situation stable: colourful alliances form around single issues - school boycotts, funerals, or election campaigns - and then, just as quickly, disappear.

Murray approaches the problem by first describing the background to the crisis: economic recession, regional instability and a "long wave" of popular protest. Then he analyses the forces determining the National Party response, arguing that, since 1948, the NP has become the vehicle for a new Afrikaner bourgeoisie. Unlike the liberals, who believed apartheid would disappear with economic growth, Pretoria's "new men" sought economic

expansion within the framework of white power. The effect, Murray argues, was that while white business expanded, a black working class emerged in its shadow: black trade unions followed soon after and when, in November 1985, the Congress of South African Trade Unions was formed, it was possible to speak of a "dramatic breakthrough" for the "working class movement".

Murray's application of the Marxist notion of "class struggle" has mixed results. Of course, it brings out the importance of the new unions as a vehicle for expressing it. It also reflects the ideology of large sections of the opposition, for whom the "struggle" is not with racial inequality, but with its perceived causes - a struggle for socialism.

Where the book suffers, however, is in the portrayal of opposition groups who don't follow the radical line. Supporters of Chief Buthelezi's moderate Inkatha movement, for instance (and there are 800,000 of them), appear as capitulators, collaborators, or thugs, which doesn't really explain why so many join. Similarly, the suggestion that the National Forum (a federation of black consciousness, and socialist organizations) is as important as the UDF (an umbrella organization of non-racial, "congress" minded groups) fits the theory, but impoverishes the UDF. Even the argument that trade unions grew as the organized

expression of working class militancy seems too simple. For some that was the case, but for others, as Soweto based historian Dan Neube suggests, unions represented the chance to do what they could not in conventional politics: express their African Nationalism.

That said, *South Africa* is a courageous book. Written only a few months after the events it describes, it brings together a huge range of primary and secondary material, and should be a useful reference work for some years to come.

It is easy to imagine South Africa's problems could be solved through a single state, and equal voting rights for all: there would be a victory of political parties, elections every few years and, perhaps, an ANC government in power. Manning Marable's *African and Caribbean politics*, explores why reality has often proved more difficult.

The study concentrates on the experience of Ghana and Granada. Ghana was the first sub-Saharan country to achieve independence when, in 1957, Kwame Nkrumah came to power. In 1966 he was deposed, his vision of a new socialist state in ruins. Granada was granted independence in 1974 under Prime Minister Eric Gairy. In 1979, Maurice Bishop, leader of the socialist New Jewel Movement, overthrew the government. He too was to fail: a factional struggle forced his removal from office, and led to his murder - precipitating the American

invasion in 1983.

In many ways Marable's lively analysis of what went wrong makes depressing reading. Old colonial habits died hard - after years in opposition, the new governments relied on coercion, wielding power through a tiny élite - and the new trade union and nationalist movements showed scant political principle: none in power, governments lost touch with the people they claimed to represent. Russian and American involvement, too, made it difficult ever to establish an independent government.

But Marable's real concern is with the future. How can black leaders do better? Like other "pan-Africanist" scholars before him, he argues political freedom and civil liberties cannot be separated from the "collective dimension of social justice". Like them, he is a socialist, but his case is not far "more of the same", rather the lessons of the past 30 years be learnt: socialism defends itself when it overthrows democracy or human rights - the right of political association, for example, the freedom to publish, or the right to vote.

Studied in a South African context, the implications of this are mixed. "Freedom", in a fair constitution, is not enough to create a fair society. It's more difficult than that. But, within the black tradition, it seems, there is an increasing realism about the need to make one work.

David Haggie

Homeland

A Little of All These: An Estonian Childhood. By Tania Alexander. Jonathan Cape £12.50. 0 224 02400 0.

This book is about the author's mother, Moura von Benckendorff (de Zakrevsky), the 20 years between the two world wars and Kallijärvi, a house on a lake in Estonia.

Moura was the mistress of Robert Bruce Lockhart (at 27 the acting Consul-General in Moscow), Maxim Gorky, H.G. Wells and, one suspects, a considerable field of "also rans". Whatever her charms and virtues - and as with all charismatic personalities, these tended to be very much in the eye of the mesmerized beholder - on paper she comes over as a lying, egomaniacal manipulator: a ruthless survivor. What is perhaps more surprising is, despite her quite extraordinary life-history both real and imagined (after a while even she could distinguish between the two). Could it be that this account, written as it is by a generous-hearted daughter, lacks one vital ingredient: the sense of gossip, the malicious pleasure in the telling? Instead we have an honourable attempt to put the record straight, a weary acceptance of the need to explain - for what must be the old time.

Much more interesting, at least in the perception of the reviewer who was born in Estonia in 1940, and fled to Germany in 1944, is the historical context of the struggle between Communism and Fascism, seen through the eyes of those whom it actually affected most: the Baltic German and Russian nobility, with their complex, mutually exclusive patterns of allegiance (German/Russian/Estonian Nationalist: White, Red and Nazi).

But, like the story of Moura, that too is essentially background. It is to Kallijärvi more than people or events that Tania Alexander's heart really goes out. At first a refuge from marauding bands of Bolshevik peasants, who loot the Big House and murder Moura's husband, Dion, over the years it becomes a sort of lay convent where the children are brought up in austere yet strangely joyful seclusion by a succession of devoted aunts, a marvellous Irish governess and a saintly Estonian peasant-woman cook and maid-of-all-work.

As peace and prosperity return to Europe, and Moura establishes herself as a leading socialite, Kallijärvi gradually metamorphoses into the ultimate Romantic fantasy: a cross between *l'île champêtre* and literary salon. And then war breaks out, and in the Baltic as in so many other places, cultural complexity is replaced by bleak conformism, and spiritual and innocent joy in living with a materialism often more absolute than that of the despised West.

Jüri Gabriel

Flight from the future

Another Day of Life. By Ryszard Kapuscinski. Reader £8.95. 0 330 29844 5.

The journalist's eye reports only a partial account of reality: the sensibility which has to find actions to report, meet deadlines and present the reader with an easily understood story shorn of ambiguity will find it difficult to grasp the nature of passivity or of helplessness in the face of chaos in his own country never mind another's. The Polish journalist, Ryszard Kapuscinski has been an exception. The *Emperor*, his first book to be translated, is a riveting description of the twilight of the empires surrounding the Ethiopian Emperor Haile Selassie.

Another Day of Life, written in 1976 before *The Emperor*, has now appeared in English. It is the story of his short stay in the city of war, where the

South Africans and Cubans began arriving.

It is a self-conscious memoir rather than an account. In the preface, Kapuscinski writes, "This is a very personal book, about being alone and lost." It opens with the drama of the background of the last days of colonial rule. He brilliantly explores a city in flight from the future, its inhabitants concerned beyond all else with what they can salvage and ship off elsewhere. One day the police disappear; the firemen soon follow; even the dogs leave. Fear immobilizes the city, and he remains, as he becomes aware of the slight humiliations on which their "civilization" has been based and their vulnerability to ravage from the Africans they oppressed.

Kapuscinski escapes. He goes to the front. He does the sorts of things war reporters do, risking his life and those of his countrymen. But he

mind alone with death and without the comradeship which normally accompanies combat.

The modern mind has been schooled to see war as a senseless butchery. Kapuscinski is heir to this version of Western civilization. He writes, "The image of war is not communicable - not by the pen, or the voice, or the camera. War is a reality only to those stuck in its bloody, dreadful, filthy maelstrom." (No doubt art has never been able to hold up much of a torch to reality, and our extensive anti-war literature is probably as inadequate as any other.) But this view of war comes from a particular culture. It is not that of the South African Black Consciousness leader, Steve Biko, who spoke of the importance of not having a cheap death.

For although Kapuscinski's sympathies lie with the Africans, it is not curious that in his pages they only emerge into the light of day

defined presence, forever threatening to overwhelm rational sense, much as London's outcast poor seemed to the bourgeois in the 19th century. Relief comes from contact with his world, whether in the shape of work or from a kindred, that is a Western, spirit: a Cuban military adviser, or an old Portuguese woman oblivious of the war that surrounds her, knowing only that she must make bread because that is what she has always done.

Another Day of Life is not a history of the collapse of a colonial order, much less an account of the Angolan civil war. What Kapuscinski has provided is another of the modern forms of travel writing, in which Western sensibility is lit up under the harsh exposure to an alien world. The book's final sentence begins, "But the war has ended... Today, 11 years after the end, words were written the war lives on, still fed by foreign help."

John Hemming's *Amazon Frontier* is the follow up to *Red Gold* - the story of the early conquest of the Brazilian Indians by European settlers - and tells of the decline and ultimate defeat of the Indians under Portuguese rule from the mid 18th to the early 20th century.

Amazon Frontier. The Defeat of the Brazilian Indians. By John Hemming. Macmillan £19.95. 0 333 42319 4.

John Hemming's *Amazon Frontier* is the follow up to *Red Gold* - the story of the early conquest of the Brazilian Indians by European settlers - and tells of the decline and ultimate defeat of the Indians under Portuguese rule from the mid 18th to the early 20th century.

Despite legislation passed in 1755 granting the Indians their freedom, life under colonial rule remained a constant struggle against tyranny and oppression, both at the hands of the corrupt and authoritarian missionaries sent ostensibly to enlighten and educate, and later at the hands of the brutal and opportunistic lay directors whose job it was to supervise Indian villages. Fearing native attack and resistance to white rule, the Portuguese settlers set up these supervised "model" villages - known as *aldeias* - to provide them with a "civilized" workforce from those whose previous nomadic freedom had been considered so threatening.

Any trace of humanitarian ideals still remaining after the 1755 Law of Liberty were soon overcome by the directors' greed and desire for cheap labour, and slave raids on Indian villages were widespread even after the official abolition of slavery. The resultant social disintegration and cultural shock among the Indian tribes led to a fall in the birth rate, while the death rate increased dramatically as a result of battles, massacres and, above all, imported diseases against which the indigenous population had no natural immunity. By the mid 18th century the number of Indians had already fallen from 2.5 million or more when the first European settlers arrived in the 16th century, to 1.5 million, and was to fall still further to less than 1 million by 1910.

While some tribes fought valiantly to preserve their cultural identity, surviving through sheer resilience, those who attempted to adapt to the new way of life soon found themselves assimilated. Tribal communities continued to prosper undisturbed in the forests, but acculturation gradually destroyed them both morally and physically as white settlers encroached further and further on native homelands with Brazil's increased economic expansion.

Although the official attitude towards the Indians was harsh and uncompromising, there were some philanthropists and idealistic anthropologists whose approach to the "noble savage" was far more conciliatory. It romanticized, and some politicians who genuinely strove to find a humane solution to the "Indian Problem". Yet it was only at the beginning of the 19th century in a world whose population was increasing at a phenomenal rate and when, by contrast, the Indian population had fallen to an almost insignificant number, that the colonial settlers felt they no longer had anything to fear from the natives and could afford to adopt a more sympathetic attitude towards them. In 1910 the Indian Protection Service was set up, but the damage had been done and the decline of the Brazilian Indians was a disaster which could not be reversed.

John Hemming took this dispiriting tale of man's inhumanity to man with great insight and clarity. The book is illustrated with maps and photographs and includes two appendices, one a chronology of the major events of the period, the other listing chronologically the travellers and explorers who had contact with the Indians, and provides detailed notes to all references. The wealth of source material and extensive bibliography leave the reader, whether layman or specialist, in no doubt as to the authority of this fascinating work. It is a necessary reminder of the devastating effect of the imposition of alien values and a totally inappropriate lifestyle on an already highly developed and successful indigenous culture.

Amazon Frontier. The Defeat of the Brazilian Indians. By John Hemming. Macmillan £19.95. 0 333 42319 4.



Hans Suter's photographs in *The Land of the Incas* (text by Jacques Soustelle; Thames and Hudson £8.95) are stunningly evocative of the wilder parts of Peru, Chile and Bolivia. Above, an Inca woman in her balsawood boat on Lake Titicaca, at an altitude of 12,500 feet.



Tennyson and, below, Riel

BOOKS

When sparrows fall

The Criminal Prosecution and Capital Punishment of Animals. By E P Evans. Foreword by Nicholas Humphrey. Faber £4.95 0 571 14893 X.

To Banbury came I, O profane one! When I saw a Puritanic-unc hanging of his cat on Monday. For killing of a mouse on Sunday. We destroy dogs that savage children and geld stallions that kick or toss. We do so, though, with no punitive intent and - unless a pet owner protests vociferously - with little pretence at due process of law.

What (the first) Samuel Butler mocked in his 1633 poem *Hudibras* was still then a commonplace in Catholic Europe; the Puritans, ironically, had a more "modern" sense of the animal world as no more mutually sentient than stocks and stones. Throughout the Middle Ages, and surviving in some forms until relatively recent times, animals that transgressed against human or even law were put on trial, often for their lives.

Evans describes a sow dressed up in clink and honnet and hung in the market place at Falaise for the mutilation of a child; a swarm of bees suffocated in their hive for stinging a man to death; a species of insect prosecuted - and, remarkably, defended - for their depredations in the

vineyards. Defended, too, for these were not kangaroo courts. Animals, even of the lowliest sort, were accorded the same legal rights as human defendants and findings in their favour were not unknown. One lawyer argued in perfect seriousness that the unity of Creation demanded that weevils squatting amid next year's vintage should, like some hippy convoy, be found alternative and equally acceptable accommodation in other bushes further down the valley.

Not a sparrow fell from grace but God got to hear about it. The Church brought its own prosecutions: against sparrows that chattered blasphemously through the Mass and cocks perverse enough to lay eggs. Behind the legalistic reason, there was always a backswell of superstition.

EP Evans's book was first published in 1906, when it must have seemed highly eccentric. It represents a field of study whose time has eventually come. These "past-modern" days we are closer to a medieval view than we are to the 19th century. The moral rift between man and the animals has not survived the ecological movement and a new philosophical interest - led in this country by Professor Stephen Clark of the University of Liverpool - in the moral nature of animals.

In history, the fashion is for studies of *mentality*, the superstructure of

custom and belief that informs a "bottom-up" approach to history less concerned with kings, dates and battles than with the contents of larders and minds. Notable in the present context is Keith Thomas's *Man and the Natural World* and Robert Darnton's *The Great Cat Massacre*.

It remains hard to think ourselves back into the world Evans describes. Like all good historians, though, he does require of us that we make adjustments in our expectations of the "normal" and that we examine more closely our supposedly greater sophistication. If hogs and children live in such everyday proximity that attacks are possible and common then their respective social natures are already different; the distinction between offspring and livestock recedes. (In remote parts of the world, women still suckle lambs and calves.) Equally, hanging a pig puts legal "deterrence" in an ironic context.

There's an irony, too, in the fact that criminals will adopt or be given the names of creatures - Panther, Jackal - to express their distance from society. And when human child-killers are eventually brought to justice, the judge, the waiting crowds and the headlines tend to agree on the appropriate imagery: "animal" or "beast".

Brian Morton



A shepherd and his dog, photographed in 1895: from a new edition of V H Hudson's classic now published as *The Illustrated Shepherd's Life*, with a foreword by P J Kavanagh (Bodley Head £14.95). The book, which was first published in 1910, grew out of Hudson's rural conversations over many years, and is a mine of fascinating local lore.

What the hedges tell us

Britain's Natural Heritage: Reading our Countryside's Past. By Phil Colbourne and Bob Gibbons. Blandford Press £14.95 0 7437 4750 5. *Hedgerows: Their History and Wildlife*. By Richard and Nina Muir. Michael Joseph £14.95 0 7181 2835 4.

Together these books form a most useful and pleasurable resource for anyone wanting to make a start on interpreting the history of the British landscape and to play some part in its conservation. Indeed the two activities are closely interwoven. Phil Colbourne and Bob Gibbons concentrate mainly on the developing countryside from its formation after the last Ice Age to the agricultural changes which resulted in the enclosure acts, but they conclude with a chapter devoted to the practical steps that must be taken to preserve our heritage.

Their book differs from other works on landscape history in combining a long-time-scale with an extensive range of localities, which apart from one serious omission includes all aspects of the countryside. It is a pity that they decided not to make a separate study of upland areas and the quarrying of hillsides that has gone on through the centuries, and which has done more than any other activity to shape the land. That apart, we can welcome their work on such areas as woodlands, wetlands, moors, heaths and the coast.

In each of these sections they make use of archaeological and botanical evidence (including soil profiles and pollen analysis) to show how an area has developed from its use as a Mesolithic settlement to the landscape we see today.

Points that they make are often illustrated by reference to particular places; this is in no sense a guide book; its aim is to give an overall view of the landscape which the reader can then apply to his own neighbourhood. However, each section contains one or two pages (conveniently printed on contrasting blue paper) which make practical suggestions as to places that might be visited, instructions on the use of old maps, and lists of plants that one may expect to find in particular localities. These ideas for practical work are greatly enhanced by a generous supply of maps and diagrams and by the attractive quality of the colour photographs.

In the same way Nina Muir's book and white photographs clearly illustrate the points made in her husband's outline of the history of the hedgerows and her own investigations into the wildlife to be found in hedges and roadside verges. One of the most valuable contributions that this book has to offer is to raise the whole question of hedgerow dating, which the authors conclude is a much more complex affair than the one species one century equation that has been

popular for so long. The course of the complex history of our hedges, which Dr Muir traces back to the first fields to be hedged out of the primeval wilderness, cannot be so easily simplified.

Yet this book is more than a history. The Muirs are insistent that hedgerows are aware of the value of hedges to the whole ecology and new that we are losing them, at the rate of some four thousand miles a year, their work is timely and urgent. So is their plea for substantial changes in governmental attitudes towards the land which would allow it to be farmed on a scale commensurate with the laws of ecology. Meanwhile, this good husbandry, helping the reader to identify the patterns of field and road boundary hedges, and understand the nearly-lost craft of hedgerow laying. It also provides a wealth of notes on the seasonal cycle of the habitat.

Both books involve detailed descriptions of man's use and husbandry of natural resources. These processes are apparent in the development of great land and in the drainage of wet areas for agricultural purposes; but it is for the traces of woodland, and from the remnants of carefully planted hedges that we have the most to learn. These authors help us to do so.

Shirley Toulson

Melody makers

Make A New Sound. By George Self. Universal Edition £8.95. Advanced Harmony, Melody and Composition. By Paul Sturman. Longman £6.95 0 582 35441 2.

Advised as a second edition with GCSE related material, *Make A New Sound* is a reprint of the 1976 first edition minus two chapters and the concluding pieces. The first of these missing pieces was based on the cover illustrations, while the second dealt with electronic equipment. What is left is still interesting and certainly valid for GCSE, not as a textbook, but as a reference and resource book for the teacher who is interested in getting his or her pupils to compose using a wide variety of modern techniques. Exercises are based on music by Weber, Bartok, Penderecki, musical patterns and audio-visual material. Eleven years after the publication of the first edition there is still much here to interest the enterprising teacher.

Paul Sturman's new book is more traditional than George Self's, but even so it presents harmony in an interesting and thought-provoking style. It is a continuation of Sturman's previous harmony textbook (*Harmony, Melody and Composition*) and like George Self in *Make A New Sound*, Professor Sturman bases his thoughts on what might be described as "real music". What a change from the textbooks I used as a student. The author starts his book with the fundamental idea that music is a mixture of many ingredients and that this is equally true for a Bach fugue or a Beatles song. Therefore each chapter has two sections, the first dealing with harmony and the second with melody.

Thus the study of harmony and melody in tandem react upon each other to produce a deeper understanding of the compositional process. At the end of each half chapter there are exercises which are both musical and practical, something which is not always easy to achieve.

The 14 chapters of the book cover a wide variety of topics ranging from keyboard writing to chromatic harmony touching modulation to near and remote keys, sequences, modulating melodies, diminished seventh chords, chordal harmonization, melodic and harmonic rhythm and many other topics.

Judging from syllabuses, schemes of work and examination papers which have recently come to my attention, dearth of teaching traditional harmony is, sadly, no longer being followed in many schools. In the long run I feel that this can only be detrimental to the supply of music students to our universities and colleges. Happily, Paul Sturman's book, which before this advent of GCSE I would have recommended to talented fifth year pupils but in now purely only of use to second year pupils, might counteract this sad decline of theoretical work. The author and publisher should be congratulated for producing a thoughtful and stimulating textbook.

Tom Wanless

Fancy Nancy. By Ruth Craft. Illustrated by Nicola Smee. Corgi £4.95 0 00 184242 0. Once Upon A Time Stories. By Elizabeth Beresford. Illustrated by Alice Englander. Methuen £5.50 0 416 95670 X. A Book Of Tall Stories. By Dennis Pepper. Oxford University Press £6.95 0 19 278101 4.

Tom and Maggie. By Dorothy Horgan. Oxford University Press £6.95 0 19 271544 5.

Regularly mature five-year-old Nancy, self-styled Fancy, invites us to see her first day at school, to join her in a varied jumble of amusing adventures. Equipped with a range of words, from "elucidations" and "dubious" to "stately" and "fanciful", she is tolerably clever, fancy and involved in the kind of ordinary events that might happen in any day. More important, she has an



Cambridge Assignments in Music is a series of books designed for fourth and fifth year secondary use, with particular relevance for GCSE. This 16th-century woodcut is included in the new edition of Roy Bennett's *History of Music* (CUP £2.50).

Flexible arrangements

Duets for Flute and Clarinet. A & C Black £2.50 0 7136 5567 4. Package Tour. A & C Black. Score 0 7136 5579 8. String Pack 0 7136 5576 3. Wind Pack 0 7136 5577 1. Percussion/Bass Pack 0 7136 5578 X. £3.50 each. Pick and Mix Music 1. By Geoffrey Winters. Parts Book £2.25 0 582 24378 5. Recorder Book £1.95 0 582 24376 9. Guitar Book £1.95 0 582 24384 X. Teacher's Book £3.50 0 582 24383. Encores. Arranged by John Pitter. Yellow Submarine/Melody by The Beatles. 0 560 0128 1. La Paloma by Yradier. Rondo K 213 by Mozart. 0 560 01287 X. Christmas Spiritus/Christmas Pop. 0 560 01288 8. Arnold Wheaton £5.95 each.

The *Baudouin* series is a new departure for A & C Black, hitherto known principally for their varied songbook list. The series provides arrangements of material from a range of genres and periods which are designed to take account of the needs of less experienced woodwind, percussion and string players.

The flute and clarinet *Duets* are described as elementary in standard and the volume contains adaptations

of simple pieces by Mozart and Boismortier alongside traditional melodies such as "The Yellow Rose of Texas" and "Scarborough Fair". The arrangements are capably done with a reasonable balance of interest between parts, although there are some surprising instances of unsympathetic classical writing. Arrangements for beginners should surely take account of the difficulty such players have in managing the break between chalumeau and clarion registers. And publishers should surely take account of the need for accuracy in their blurb: to describe either of the tunes from the Caribbean contained in the book as calypso is simply incorrect.

Package Tour contains seven tunes from as many countries flexibly arranged for instrumental ensemble. Parts are provided for flutes, clarinets, violins, cellos and percussion, and the arrangements are suitable for both large and small scale performance. Some are particularly enterprising and have a well-judged sense of style, although in the case of "The Swazi Warrior" this has resulted in percussive writing of an excessively demanding nature as compared to the other instrumental parts. On the other hand, "Horch, was kommt?" lacks interest, but this may, of course, be as much due

to the nature of the melody as to the arrangement.

Pick and Mix Music is designed for school use and contains a rather ordinary selection of tunes usefully arranged for recorders (descant or tenor, and treble) and guitar. Optional parts are provided for B flat instruments, percussion, and piano. Introductory notes and scores of the arrangements are to be found in the *Teachers' Book*, while the recorder and guitar volumes are in effect tutors in that they link the arrangements with the development of technique and literacy. The two also provide a great deal of additional material for student practice. The *Pick and Mix* series is an enterprising idea and the arrangements are practical; however, as tutors, the books cover ground already fully covered elsewhere.

The *Encores* series of trio arrangements for descant, treble and tenor recorders continues to grow with the publication of another three packs. These match up in terms of variety of material and the arrangements are skilfully done. Parts are not easy, though, and the publishers mislead us when they claim that "each instrument gets a chance to play the tune".

Michael Burnett

String section

Concert Pieces. Arranged by Keith Adams. Oxford Music for Young String Orchestra. Oxford University Press. EE 0 19 361070 1.

Folk Songs for Strings (Set 3). Arranged by John Auton. Oxford Music for Junior String Orchestra. BB 19 361167 8.

Up and Back a Double. Arranged by John Auton. Oxford Music for Junior String Orchestra. Score £4.95. Parts 85p each.

Although readers of *The TES* with a strong interest in semantics might wonder why two out of three similar

sets of music are written for junior and the third specifically for young strings, there is no doubt that the majority of teachers and students will warmly welcome the publication of these interesting and challenging arrangements, each equipped with five separate parts (violin 1, 2, 3, viola and cello/optional bass).

Concert Pieces, containing settings of "My Grandfather's Clock", "Twinkle, Twinkle Little Star" and "We wish you a merry Christmas" offers both a stimulating variety of tone colours and harmonies as well as the occasional unexpected surprise, particularly where violin 2 rises above and clashes discordantly with violin 1, and where both parts repeatedly

change from *arco* to *pizzicato* and back at break-neck speed.

Rather more traditional arrangements are featured in *Folk Songs for Strings* and *Up and Back a Double*. The former features settings of "King Arthur ruled the Land", "Bobby Shaftoe", "The Bluebells of Scotland" and "A Good Sword and a Trusty Band", while the latter comprises a suite of six country dances, the best known of which are "Asham Richard", "Godesses" and "The Holo in the Wall". Certainly, string players will find playing the suite much more enjoyable than remembering its exact title.

David Biermann

Caroline Heslop

Long, short and tall

CHILDREN'S LITERATURE

regains his confidence thanks to the efforts of a small boy. And the same virtue is also the moral theme in the tale of the dumb prince who acquires intelligence only when compelled to reason by pet unicorn. As for "The Car Wash, Dombon and the Japanese Princess", this is almost exclusively for young car buffs fascinated by car washes. Caution: the use of commas, apostrophes and punctuation generally is off-puttingly idiosyncratic.

Tall Stories is a compilation of far-fetched tales and anecdotes, tall in fact and tall in imagination. It is a collection of stories that are both entertaining and thought-provoking. The stories are written in a simple, straightforward style that is easy for children to read. The book is a good example of how to write a collection of stories that are both entertaining and thought-provoking.

as episodes featuring real boys and girls and the kind of teacher we have all met. However remote from it all the older reader may sometimes feel, both in time and place, it's an exhilarating experience to be able to identify with these. Scouts, kids and their audaciously cheeky pranks, and romanticized though one or two episodes undoubtedly are, one longs to believe their every detail. Mrs Horgan, one feels, is all for good old-fashioned discipline for, of all the teachers, it's the ex-sergeant Bogbrush who emerges tops. "Burying Uncle Mack" is rollicking Liverpool- Irish blarney while the concluding chapter paints a poignant picture of blind Maggie conquering her fears at the hands of a crippled trapeze artist before she leaves home for a special school.

The author has an expert eye for technical detail, be it carpentry, cricket or violins; as well as a formidably penetrating insight into human strengths and foibles.

Stephen Corrin

Popular plots

Wild Justice. By Lesley Grant-Adamson. Faber and Faber £9.95 0 571 14721 6. Patterns in the Dust. By Lesley Grant-Adamson. Faber and Faber £2.95 0 571 14522 1. The Face of Death. By Lesley Grant-Adamson. Faber and Faber £2.95 0 571 14518 3.

In a society stricken with violent crime, it's a sobering fact that the classic whodunit maintains its evergreen popularity. With finely-crafted plots and colourful characterization, Lesley Grant-Adamson has brought the detective novel into the Eighties. Gossip columnist Rain Morgan of the *Daily Post* is her latter-day Miss Marple, lending style, glamour and a hint of romance to the books.

Her latest novel, *Wild Justice*, is set in the frenetic world of Fleet Street. The arrogant and hugely unpopular proprietor of the *Daily Post* is murdered and everyone on the paper, including Rain Morgan, is under suspicion. Less chilling than her earlier work, *Wild Justice* nevertheless militates a keen level of suspense, set against a back-drop of internal wranglings and petty jealousies.

By comparison, her most traditional whodunit, *Patterns in the Dust*, is set in tranquil rural England. Rain Morgan's retreat from the city to a West Country idyll is interrupted by a chain of sinister events. With inveterate curiosity, she decides to investigate and soon becomes involved in a murder enquiry. Written with cinematic clarity, *Patterns in the Dust* combines an unpredictable and exciting plot with a colourful array of characterizations.

Like *Patterns in the Dust*, *The Face of Death* would attract brilliantly for the small screen. A disturbing psychological thriller, it moves away from the format of the traditional detective novel: a young woman suffers temporary amnesia after an accident and is relieved to be recognized and taken home, from hospital, by her husband. From there she realizes that she does not belong in the bleak suburban house and that she neither knows nor likes the man who claims to be her husband. It has the kind of macabre appeal of the more sensational stories in the tabloid press.

Lesley Grant-Adamson



Rox in quest of food: from Andrew Cooper's *Secret Nature: The Natural History of the Countryside* (David and Charles £12.95). The author, a wildlife film producer, spent two years capturing this world on film which were broadcast last year; this book fills out that necessarily sparse record.

Landslide

The Changing English Countryside. 1400-1700. By Leonard Cantor. Routledge & Kegan Paul £17.95 0 7102 0551 5.

English landscape history has attracted an increasing flow of books since W G Hoskins invented the subject more than 30 years ago. The country scenes that Hoskins himself inaugurated remain, though far from complete, the most satisfyingly detailed survey, since the English shire usually encompasses a manageable variety where any national overview is faced with problems of synthesizing an enormous conglomeration of different landscapes. Leonard Cantor, not unnaturally, is most at home in the Midlands, and his comments on peripheral areas are sometimes perfunctory and occasionally misleading.

This is the first volume to appear in a series promising a thematic breakdown of landscape history. In this case the theme is the English shire, a device which all embracing three-century change

Change there undoubtedly was, improvement in agriculture, rebuilding of the village, reduction of woodland and spread of parks, growth of industry and development of communications. Yet such changes only paved the way for more fundamental, speedy and widespread changes over the following centuries.

Professor Cantor's survey is useful but uneven. His chapter on settlements and buildings, for example, allows one paragraph of generalization on village "shapes and sizes" with no explanatory sketches, plans, or diagrams, and is equally vague about village houses before the "Great Rebuilding". No evidence from archaeology or survey is utilized. On the other hand the familiar stories of village church and great house have full coverage; and the latter at least has a generous helping of photographs. Even here, plans would have been welcome to illustrate the evolutionary process, and maps or time charts would have helped. Altogether, there is rather less meat here than one would expect in a survey so wide-ranging.

Tom Corrie

Black hole

The Origins of England, 410-600. By Martyn J Whittock. Croom Helm £25.00 0 7099 3679 6.

You must needs be a bold polymath to venture into the black hole of English history. You must take in your stride the mysteries of graveyard archaeology and place-name interpretation, and you need a positively kremenological skill (with proficiency in three or four defunct languages) to puzzle a pattern out of hints hidden in fragmentary and frustrating sources.

Historians bridging the awesome gap, either proceed with painful caution or risk ridicule for speculative romanticism. "This is an English (as opposed to "Arthurian") viewpoint, starting out from the soggy *Anglo-Saxon* to explain the nature of English society and discuss processes of conquest and assimilation, and to re-tell the complicated tales of how the kingdoms took shape.

At times he finds the vast array of recent research overwhelming, complaining that "as a result of all this new work, much less is now known than was once thought". Too true. Our old stereotypes and familiar stories have been demolished or undermined, and the replacements, it seems, are not yet ready.

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ARTS

Since Frank Dunlop became Festival Director in 1985 there has been an increasing infusion of drama each year into the Edinburgh International Festival. This is not to the well-publicized bouts of squabbling between the EIF management and Edinburgh District Council but to the courageous attempts at building audiences for international theatre companies.

The second World Theatre Season, running the length of the Festival (August 9-31), includes performances from Russia, Ireland, Papua New Guinea, Soviet Georgia, East Germany, Israel, Japan and China. The Gorky Theatre of Leningrad and the Berliner Ensemble are well known already, but those with eclectic tastes might want to sample some Pippon folkloristic drama in Pinyin English or Japanese lunar satire or even a Chinese *Macbeth*. These World Theatre events, which include some opera and dance, take place in a range of venues where simultaneous translations are available.

To celebrate the 70th anniversary of the founding of the USSR, the EIF is hosting a showcase of Russian artistic talent, from concerts by the Bolshoi Theatre orchestra and the Shostakovich Quartet to the Sverdlov Folk Dancers from Arhangelsk and a number of exhibitions, including 19th-century photographs of Russia by the Scottish photographer William Carrick (Scottish National Portrait Gallery).

The musical side is dominated by the presence of the Pittsburgh Symphony Orchestra who will be the EIF's resident orchestra for the last week of the festival. Other orchestras include the Swedish Radio Symphony and four Scottish orchestras, one of which will give a concert version of George Gershwin's *Giant* (24th). The main choral work, Berlin's *Denunciation of Faust*, will be performed by the SNO with the Edinburgh Festival Chorus (13th). The International Jazz Festival combines with the EIF for an Urban Jazz concert by the Bob Wilber Big Band, with a tribute to Benny Goodman (19th).

Exhibitions include *The Vigorous Imagination*, new work from 17 young Scottish artists, at the Scottish National Gallery of Modern Art, and two related exhibitions at the Portrait Gallery to mark the 40th anniversary of the execution of Mary Stuart. Mary Queen of Scots is also the subject of Sciblar's play which has a three-week run at the Assembly Hall with a mainly Scottish cast directed by Frank Dunlop.

Once again there are a number of low-priced matinees where children's tickets cost only £2, and a special children's concert on the afternoon of August 16 (£3). At the City Arts Centre is the exhibition *Child's Play* organized by Save the Children Fund, which reflects all aspects of play through songs and street games, puppet shows and workshop activities. Children who tire easily of imbibing international culture will also enjoy a visit to the re-opened Museum of Childhood in the Canongate.

This year the Fringe boasts more than 1,000 shows by 482 companies, a remarkable achievement: no doubt, but one that makes reading the Fringe Programme more of a brainwashing exercise than ever before. Picking the winners is the name of the game, especially now that average seat prices are £3 plus, and from long and blither experience I advise anyone to avoid those productions with wacky names.

The Plastic Banana Theatre Co. and Dramadillo Theatre Co. (offering Homer's *Odyssey* for the first time in one hour and five minutes) may have unforgettable experiences to offer, but their come-on makes me wary. Veteran Fringers tend to restrict themselves to the "umbrella" venues where someone has already selected the offerings and presumably quality of a sort is guaranteed. They even have a box office of their own.

A good example is The Pleasure where this year there are two theatres, a bar for cabaret acts, and even a playground where shortened versions of *Goodwill* are offered. They also offer a range of refreshments in case you want to spend the whole day there. The Assembly Rooms have been offering these mid-Fringe programmes since 1981, at five venues under the same roof along with a range of catering and a room for club members (£5 a week or £1 for a day). This year the programme is certainly international with music from Nigeria, Zimbabwe, Canada, Australia, and India, and theatre from Australia, India, Mexico, the



Chester Whitmore: Black Ballet Jazz

International accent

Byron Cooper previews the Edinburgh Festival

USA, South Africa, Russia (a studio production of *Hamlet*) and the Hull Truck Theatre Co. In addition there is a plethora of cabaret acts, singing, caving, wise-cracking, alternative comedy with or without jokes, even a puppet show that is definitely not for children.

There seems to be a greater range to Fringe offerings each year. Everyone tends to think of the EIF as the main provider of music, but the Fringe now offers an extraordinary variety: from Bach's B minor Mass in St. Giles to a mini-season of modern music at the Assembly Rooms entitled *Rock in the Fringe* and featuring Carmel, Hank Wingford and friends, Blues'n'Trouble and The Bundhu Boys. There is more rock, country and rhythm 'n' blues to be had at the Venue One, a lounge bar in the Caledonian Hotel. And don't forget the Jazz Festival which takes place in many pubs and hotels throughout the city (16-19).

Those who like their music early (pre-Bill Haley) are also well supplied with concerts by "professional" groups like the amazing Edinburgh Renaissance Band and Philomusic of Edinburgh. If you read the Fringe programme carefully you'll even spot recitals by well-known names like Gillian Weir, Emma Kirby and Anthony Rooley, and David Howells.

Experimental theatre is also there for the picking - the Wooster Group from New York have a new show called *Magic Thinking* and Red Rose Theatre have taken their own venue in York Place to stage four productions, including an updated version of *A Midsummer Night's Dream*. Theatre Workshop have an exciting season, including offerings by David Pownall, Scottish Dance Theatre and Actors Theatre of St. Paul, while The Traverse, both in the Grassmarket and the Abbeymount Warehouse, have an international bill of fare. The Lyceum Writing, including Liz Lochhead's *Mary Queen of Scots* and TAG Theatre Co.'s version of *Othello*.

Children's theatre is also well represented, with George Square Theatre providing a venue for the National Youth Music Theatre and the Peter

Charles Cauley (15th), Magic Carpet Theatre appearing at Marco's Leisure Centre and Pures Puppets at The Pleasure. Primary Base Theatre are doing their version of *The Jungle Book* at Drummond Community High School. If you're too pussy-footed and pusillanimous to make up your mind, the Fringe management does its best to help by providing a cabaret every night at the Fringe Club in Teviot Row, with sneak previews from many of the shows. There are also cellars, discos, dance workshops and lectures going on there too, but for events after 8pm you need Club membership (£5 a week or £2.50 per day). On Sunday 16th everything is free in Holyrood Park when Fringe Sunday takes place. Here you can see 20-minute extracts from Fringe shows performed on the back of a lorry, ride in a hot-air balloon like Branson, try out the Slip and Tickle Fun Tent (all the way from Glasgow). There is a special 'Kids' Area with facilities for bouncing, treasure hunting and face painting, to name but a few.

Children are, as usual, well catered for at the biennial Edinburgh Book Festival (8-23) in Charlotte Square Gardens which has a fringe of child-centred activities. As well as 70 writers and illustrators being in attendance there will be workshops on acting, animals, cookery and, of course, Mary Stuart. There is also the Puffin Club Runhouse, a wooden playhouse built on Steiner principles and, if all else fails, a crotch for under-fives.

The main Book Festival is spread over six pavilions where thousands of books are on display and on sale; this year the Russian input is particularly strong. There are nearly 200 writers turning up over the 16 days of the EBF, reading, signing and talking about their books. It would be invidious to name names; suffice to say that this is now the biggest literary marketing event in Britain and that it's a dangerous place to be if you're not a book addict. The EBF is open daily until 6.30 and the ticket costs £1.25 (60p) entry with when F.D. James performs an opening ceremony and launches the book of the year.

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A boy forever

Rupert Brooke. The Collected Poems. With a memoir by Edward Marsh and a New Introduction by Gavin Ewart. Sidgwick & Jackson £10.95. 0 283 99449

The Poems of Rupert Brooke. Edited by Timothy Rogers. Black Swan £3.95. 0 552 99284 4. Rupert Brooke. Letters from America. Preface by Henry James. Sidgwick & Jackson £9.95. 0 283 99460 6.

These books celebrate the hundredth anniversary of Rupert Brooke's birth. Gavin Ewart writes a racy and slapdash introduction to the often re-issued *Collected Poems* and Timothy Rogers introduces his selection, which adds a few hitherto uncollected items to the canon, none of which will disturb anybody's judgement. Henry James's notorious preface to *Letters from America* is the worst thing he ever wrote but the most interesting part of the book. It at least spins a web and creates a ghost. And some of the convoluted sentences seem to suggest slyly undermining nuances which subverting his general line of homoerotic and anglophilic gush. He speaks suggestively of "the happy lapses in the logic" of Brooke's "inward reactions" though this is almost disguised by a parenthesis, "save for their all-infallible being poetic". The Master's intelligence wasn't totally compromised. Timothy Rogers is more simply dedicated to his struggles to anticipate the Waste Land in Brooke's paper scraps and dusty pavements, but betrays no sense of what a poem is. Gavin Ewart wastes no time in explicating his limited likes and less limited rejections. Perhaps Brooke's critics are bound to be superficial, though the attempts to discuss the cult and the myth-making are pretty paltry.

One of the most acute commentators on the poet was that fice and neglected critic, Edward Thomas, who was turned down by Edward Marsh when he submitted poems to *Georgian Poetry*. Even Thomas utters praise, but keeps his head as he observes that what Brooke achieved was not merely promising poetry but poetry about promising and promises. (Brooke's letters are often embarrassingly fixated on futurity, and the pathos of unfulfilled promises is no way dignifies the immaturity of the tone and content of his boyish forecasts, especially when we remember that he was being boyish at the age of 28). Thomas shrewdly remarks that Brooke never achieved poetry in which words "have various radiance rather than meaning". The poetry is strikingly thin in emotional and intellectual suggestion, conspicuously lacking what Auden calls "nuance and scruple". In his great poem about Henry James.

Brooke's critics are weak in defending the verse because they can't and don't defend its thinness, its lack of penumbra. The love-poetry and the more "modern" poetry about squalor, age, and ugliness are disappointingly simple, gathering no momentum. This Run Tent (all the way from Glasgow). There is a special 'Kids' Area with facilities for bouncing, treasure hunting and face painting, to name but a few.

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sonal experience can be nostalgically or wishfully inscribed. In writing indulgently and appealing to indulgence he adds also the charm of his indisputably fine ear. (Though the music is often composed of echoes, pastiches of old cadences from Shakespeare or Yeats). To compare him with Donne, as Rogers does, seems extraordinary. Waste Land in Brooke's paper scraps and dusty pavements, but betrays no sense of what a poem is. Gavin Ewart wastes no time in explicating his limited likes and less limited rejections. Perhaps Brooke's critics are bound to be superficial, though the attempts to discuss the cult and the myth-making are pretty paltry.

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ARTS

Mike Alfreds, doyen of story-telling theatre, is a pretty fair storyteller himself. He talks non-stop, with infectious enthusiasm, about how he came across Eugene Sue's epic 19th-century novel, *The Wandering Jew*, and about his enjoyment of passionate, "theatrical" theatre.

Two years ago, with several famous productions of *The Arabian Nights* and *Black House* with Shared Experience, he was looking for a suitable subject for his production as guest director with the McKellen/Petherbridge group at the NT. The actress Nichola McAuliffe mentioned a French novel that she had heard her father speak of. Alfreds read it, thought it "marvellous" and considered tailoring it for two consecutive evenings at the Cottesloe. In the event, the idea did not seem practical, the Cottesloe not the ideal setting and the company put on *The Cherry Orchard* instead. When *The Wandering Jew* opens at last this week each performance will run for four hours and twenty minutes (with a forty minute interval) on one action-packed evening in the Lyttelton.

Eugene Sue was immensely popular in his day, rivaling Balzac and influencing Victor Hugo. He may even have invented the serialized novel form. *The Wandering Jew* was read all over Europe, first as a serial, and went into nine translations almost immediately. It is, says Mike Alfreds, "a Utopian tract, an adventure story, a political thriller, a romance", both melodramatic and full of social realism. It opens with half a dozen characters being brought severely and mysteriously to Paris for a reason only made clear almost half way through. Inquiries abound, it is anti-establishment, anti-clerical, but paternalistic and emotional, presenting the eternal conflict between good and evil. There are over 50 characters in the adaptation and thus much creative doubling, and two "wandering Jews", Joseph and Herodias. They are treated naturalistically, condemned to watch and wait from New Testament times until freed by events in the plot to grow old and die.

Like Dickens, Sue had a social conscience and intended to confront specific injustices to his vast novel, especially unfairness in the legal system, the poor conditions of working men, inhumanity in mental homes and the squalor of life in slums.

Alfreds says, "It is very theatrical; every chapter contains a wonderful scene". But, unfortunately, there is simply too much to put on stage. Together with playwright Mischelene Wandor, he has arrived at a version which he believes to be true to the spirit and main plots of the original, but by now, he says, "I don't think there's a pure line in it". The language of the translated original - despite "masses of dialogue" - was too ornate and would take too long to say. This free approach is in marked contrast to his treatment of other novels where the original was pretty well sacred. Then Alfreds wanted, literally, to share a book; this time, he and Wandor have arrived at a new theatrical text. Some of the techniques of Shared Experience remain, however: the whole cast will contribute to the narrating of the story and will remain onstage when not involved in the action.

The style of the production owes a good deal to silent movie techniques and, appropriately, there is a more-or-less continuous score (by Iloa Sekack) played by a band in the pit. At rehearsals three and a half weeks ago, despite the fact that this was a "dry



Mike Alfreds and Susanna Bishop in rehearsal

Passion for Sue

Heather Neill talks to Mike Alfreds about 'The Wandering Jew'

rehearsal. But, unfortunately, there is simply too much to put on stage. Together with playwright Mischelene Wandor, he has arrived at a version which he believes to be true to the spirit and main plots of the original, but by now, he says, "I don't think there's a pure line in it". The language of the translated original - despite "masses of dialogue" - was too ornate and would take too long to say. This free approach is in marked contrast to his treatment of other novels where the original was pretty well sacred. Then Alfreds wanted, literally, to share a book; this time, he and Wandor have arrived at a new theatrical text. Some of the techniques of Shared Experience remain, however: the whole cast will contribute to the narrating of the story and will remain onstage when not involved in the action.

The style of the production owes a good deal to silent movie techniques and, appropriately, there is a more-or-less continuous score (by Iloa Sekack) played by a band in the pit. At rehearsals three and a half weeks ago, despite the fact that this was a "dry

run" (ie without music) some of the melodrama, the larger-than-life characterization, was already being relished by the actors. With gestures describing wide arcs and bold angles, they expressed the extremes of love, despair, terror, jealousy.

It all promises to be hugely enjoyable, but not a source of easy laughs for superior 20th century audiences: the style is intended not to be mechanical but to have a recognizable reality. Alfreds thinks that the modern theatre-goer is hungry for passion, emotion, plot. And that is the reason why he embarks on such time-consuming projects in the first place: English theatre, he says, tends to underplay emotion, to prefer irony to passion. He compares the vibrancy of Dickens with the coolness of many modern plays which he sees as lacking in plot and character. *The Wandering Jew* abounds in both. Alfreds sums up his version as "a spoken silent film or an unspun opera".

Tonight Preview; tomorrow Press Night at the Lyttelton at 5.30 pm.

Television

The police and the people

Sarah Hollis's parents live in Sudbury where her father is a rector. "Their initial reaction to me being a police officer was that I must have provoked a policeman's behaviour." A medical student, involuntarily caught up in the disturbances during the 1968 riots in Manchester in 1968, Sarah had been assaulted by the police and subsequently harassed to prevent her giving evidence against them. Her father, told on Central Television's *Reasonable Force* (ITV, July 28), eventually convinced her parents. Now he, their idea of the way police men behave was probably not based on much contact with them in working hours.

Same channel, same evenlog. The Bill is a realistic, "police procedural" series. This episode started with a fatal traffic accident. The Bill had to go to the scene and inform relatives of the victims. They discovered that the crash had been caused by a defective sports car sold by a fraudulent dealer. We followed the two overlapping story-lines coping with the aftermath of the crash, hunting down the villain. By the time he was found, working the night shift on another illegal "copper" or sympathizer were deeply involved on the side of the police. We saw a woman that her son had been killed and we were involved in their quest to "uncover" the cause of his death. Instead of submitting to arrest, the villain tried to escape and was brought down. It is a cliché of the same series. The arresting officer "believes that the majority of British police officers do a difficult and at times dangerous job with exemplary courage, courtesy and honesty." The programme was about a minority and

the head hitting the ear bonnet will belong to an innocent passer-by, that the other officers will join in or that they will perform themselves to protect a guilty colleague. We are not told of a man blinded while in police custody or a community worker severely assaulted while trying to prevent a riot. There are no strip searches, humiliating questions, threats of reprisals and systematic harassment of witnesses. Our image of the British bobby has changed since the days of *PC9* and *Dixon of Dock Green*, but we are still told that he stands in the front line of the struggle for justice. Some young people and some members of ethnic minorities have low expectations of the police, but the majority of the population believe that, when it comes down to it, the police share the values of their hardworking, but honest counterparts on the screen.

They are happy to reinforce that image, to expect a higher standard of behaviour from police officers than from the public. Peter Imbert, newly appointed Commissioner of the Met, was interviewed on News at Ten (ITV, July 30) and profiled on *Newswatch* (BBC2, July 31). A "copper's copper", not a "theorist", he is admired for his handling of the Balcombe Street siege and remembered as the Chief Constable of the Thames Valley who, in 1981, allowed the BBC to film the documentary series *Police: Like The Bill*. It showed ordinary people working under considerable pressure.

Reasonable Force began with a statement by its producer David Jones: "I believe that the majority of British police officers do a difficult and at times dangerous job with exemplary courage, courtesy and honesty." The programme was about a minority and

"about the failure of their fellow officers to bring them to justice".

You could easily miss the implication of the last sentence. The programme centred on a few, exceptional cases of unprovoked violence, most of which, tested in court, had resulted in compensation. It did not argue that such behaviour is common, but it did imply that, when it occurs, there is a general tendency by the force to protect the offenders. We heard from solicitors whose respect for the uniform had suffered and from a former officer who stated bluntly: "you cannot report other policemen and remain in the job." We heard of officers being present at beatings, "lying through their teeth", arrogantly changing their stories in court and never being charged with perjury. Between 1981 and 1985, the Met paid out £500,000 to damages to victims of police violence. One officer was disciplined.

The programme insisted that we are right to demand higher standards of the police, because our democracy relies on it. The official response, when challenged on specific cases, is not reassuring. Chief Constable David Hall: "We're accepting in this discussion about this hypothetical incident, so a degree... that it's true, I'm saying that, if it's true, it's quite wrong... It was true, it would surprise me." Or Deputy Assistant Commissioner Peter Winship: "Police officers are rarely charged with perjury because I like to believe that they don't frequently tell lies under oath." That is part of the trouble, and the reason we sometimes need to adjust our image of the Bill.

Robin Bus

Age old glamour

Follies. By Stephen Sondheim/James Goldman. Shaftesbury Theatre. Project Conceived by Patrick Henry. LIFT/Theatre Royal Stratford East. Public Enemy. By Kenneth Branagh. Lyric Theatre, Hammersmith. Mean Tears. By Peter Gill. National Cottesloe Theatre.

1970: the stage of New York's Weisman Theatre soon to be demolished. A party reunites ex-Follies girls who go through their old numbers watched by the ghosts of their former selves: long-legged lovelies trailing furs and peacock feathers, mute, mysterious. Sally and Phyllis bring along their husbands Buddy and Ben. Breaking the time barrier they encounter themselves when young, painfully reliving moments of love discovered too late to prevent the inexorable drift into marriage with the wrong person. Shaken by the experience, they settle for what they have: middle-aged follies ennui and redemption of youth. This "brighter more optimistic show with four new songs and an entirely new book" is London's version of *Follies*, "a Broadway legend" conceived in 1965, opened to critical acclaim in 1971 and closed for want of audiences.

That should not happen here. Goldman's weak book works well enough for a dazzling musical full of show-stopping numbers staged with an old-time glamour which made the audience laugh nostalgically and cheer the roof off. Sondheim's melodies with their brilliant lyrics (witness the intricacies of a bitter marital row transmuted into song) repeatedly spark off applause. Maria Bjornson's stunning designs and gorgeous costumes draw gasps of wonder; Bob Avian's choreography and Mike Ockrent's direction suggest they are the natural heirs to Busby Berkeley and Florenz Ziegfeld respectively. Julia McKenzie (Sally) surpasses her award-winning best while, one after another, Diana Rigg, Dolores Gray, Adele Leigh, Maria Charles, Lynda Baron etc also set the house roaring "more" as they seize their chances to shine.

Roars of approval welcomed *Project* "a musical documentary" of Chicago's Cabrini-Green high-rise public housing project - home to an "official population" of 13,500 lower income

black families. A large cast sings, dances and raps the circumstances of their daily lives. The sign-gestures of rival gangs are transformed into Douglas's thrilling choreography. And tragedy, unemployment, marital infidelity, murder find expression through Doug Loftstrom's music and Tricia Alexander's lyrics - sung with extraordinary power and pathos by fine natural singers. Integrated into a series of interviews shown on a battery of video screens, *Project* gives the lie to "community theatre" being dull, worthy, inept. It is exciting, powerful, a true expression of a community's needs and aspirations.

Public Enemy affords another look at community problems in Belfast. Set in a violent and unemployed take second place to author Branagh's clever impersonations of James Cagney as George M Cohan and Public Enemy Number One. Re-enacting the bloody ending of the Inter, Tommy Black takes on the IRA and the UDA, disposing of his problems if not Ulster's. Well acted, lovingly written, *Public Enemy* disappoints hopes for Branagh's new Renaissance Theatre Company at its outset.

Mean Tears also disappoints. Stephen loves Julian who loves him and Celie and Neil but none of them completely. Julian drops Celie, is dropped by Neil and finally threatened with a knife by Stephen. These affairs take place now, in London somewhere near St. Stephen's Fulham, and Stephen is a Welsh academic from a working-class background.

Alison Chitty's bare-bones design perfectly places this mental no-man's land in which all the talk of love seems somehow fleshless, intellectual. Gill's writing is fine, shot through with poetic intuitions, occasionally letting us see what makes him tick. His stagerat is meticulous, exactly positioning his characters as director to within an inch of their allowed space. But, except for Neil's and Julian's Act 2 reminiscences, they seem not to talk like real people. Bill Nighy cleverly assembles Julian's characteristic behaviour patterns, but gives no hint as to why he devastates his lovers. That remains in Gill's mind which has not yet put the whole play on stage.

John James



Lulu in *Hollywood* (Area £5.50) is Louise Brooks's highly readable autobiography. Here she appears in the murder trial scene from Pandora's Box.

For richer, for poorer

The gap between the theatrical rich and the theatrical poor, is now so grotesquely large that comparison of their respective products is inevitable. On Tuesday morning, the RSC announced their £1.1 million ball-out by Royal Insurance (a move which incidentally called the bluff of the Government's business incentive policy). So Terry Hands and his colleagues are free once more to pursue their erratic course, interbreeding successes like *They Shoot Horses, Don't They?* with jumbo flops like the "revival" of *The Balcony* or, preposterously, amateurish operettas like Ostrovsky's *The Storm*. The right to take risks, the right to fail.

On Tuesday evening, in a room over the Hen and Chickens pub in Highbury, and with the aid of three chairs, a table, a curtain and clever lighting, a lone performer evoked a world in a way which was rivetingly dramatic. *Turandot*, written and performed by,

Oénoc Williams, is a monologue from Hester Thralo, Dr Johnson's hostess and intellectual spring-partner. From the moment Ms Williams appears, looking as though she has stepped straight out of a Gainsborough painting, one believes her implicitly. She moves and speaks with authentic boldness and clarity. When she impersonates Oliver Goldsmith at a soiree, or weeps (with real tears) at the deaths of her children (she bore 12, only four of whom survived her), the illusion is entirely compelling. It would be hard to think of any other actress who could play the part better.

Turandot, which now goes to Edinburgh (Greyfriars Kirkyard, August 20-29) was floated at £3,000. For Royal Insurance's subvention you could theoretically have 366 such shows. No, it's not an invidious comparison. And it certainly makes you think.

Michael Church

RESOURCES

Out on loan

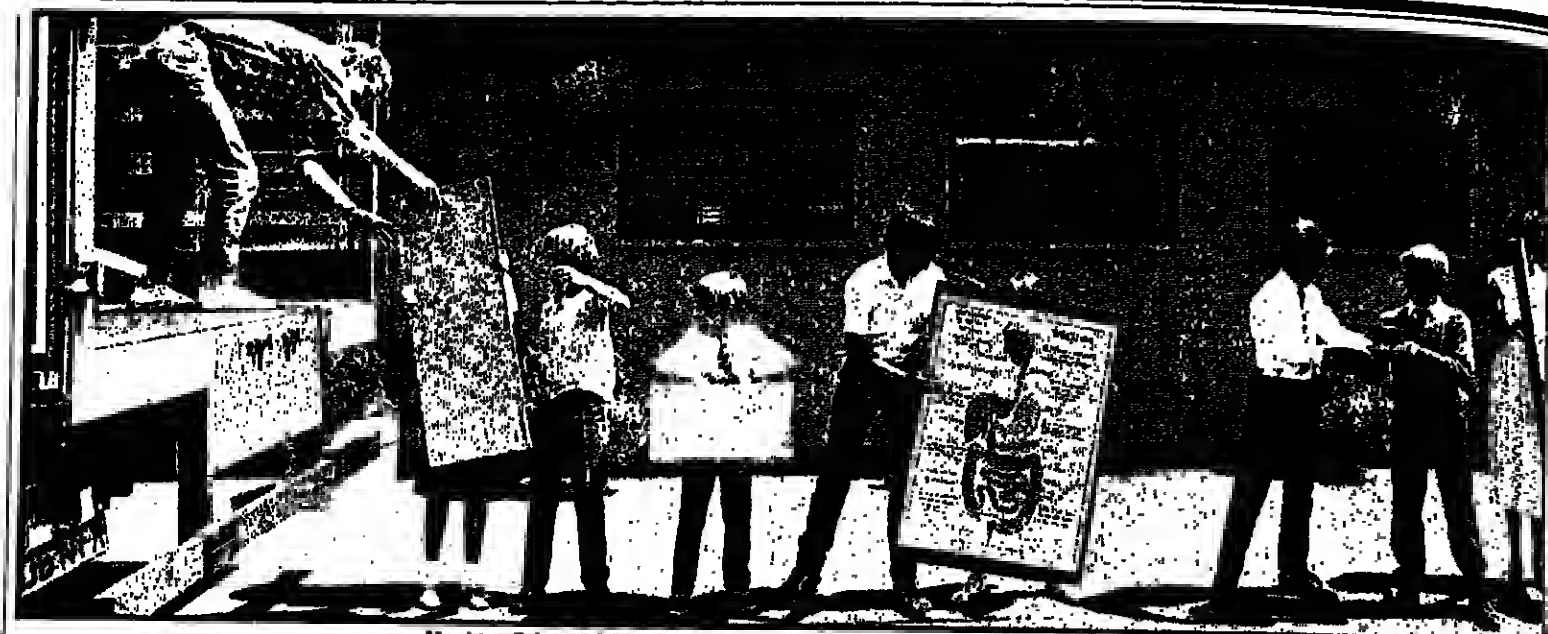
Mary Cruickshank reports on a museum service that takes the collections to the community

Three weeks before the end of term, Dick Collinson, a van driver with the National Museum of Wales loan service, sets out on the first leg of a journey that takes him to schools in the remotest parts of the country. He returns to his base in Cardiff at the end of each week with a van laden with mounted biological specimens, geological collections, scale models of Welsh castles and hill forts, paintings, cases of photographs and charts and a multi-media of other objects used by over 160 schools during the term.

There are no restrictions on the amount of material that can be borrowed. One Cardiff school regularly orders over 100 items. Monkton Primary School in Pembroke is decorated with paintings on long-term loan; Norman exhibits form part of history lessons; 3D biological models and filmstrips are regularly used in health education; and a wide variety of other loans are displayed alongside the children's own work.

The material is in constant use and is an integral part of the teaching, according to Helen Lester, the deputy head. "It provides lots of talking points and being able to handle the objects means the children retain a lot more. We're able to use things we would never be able to afford ourselves."

Loan services started as a way of taking museum material to schools in



Monkton Primary School children help load the National Museum of Wales van

remote rural areas, but it is now widely recognized that all children can benefit from being able to study exhibits in their own classrooms. This year the services in Derbyshire, Leicestershire, Hertfordshire and Luton are celebrating their 50th anniversary.

Ian Robertson, president of the museums association, says: "Museums have to go actively into the community to teach and inform. Children are our future. If we can interest them in museums and the objects museums house, we will make friends for life. In the end we're teaching respect for the real thing and the part of our heritage or environment that we want to see preserved."

Loan services take the museum object to the child in the school, where a close personal contact can be established. Some children are put off museums because of a badly prepared visit. In school, children can handle the different materials, compare design and structure and return for further study in their own time. According to the loan officer for Leicestershire museums service, the great advantage of loan material is that it can be used at exactly the right moment by the teacher on home ground.

Services are responding to new curriculum demands as far as limited funds allow; for example, by acquiring costumes and artefacts for use in

schools' multi-cultural projects. Many popular items are duplicated, but seasonal demands and large numbers of requests for items relating to schools' broadcasts mean that services are constantly under pressure.

Another expanding area of demand is material for GCSE courses. Where primary schools have always been the most frequent users of loan ser-

'In school, children can handle the items, feel the weight and texture of different materials'

vices, secondary schools are now drawing more on the collections. Education is interpreted in its broadest sense, however, and although schools are their main customers, many loan services are also available to holiday play schemes, adult education classes, day centres for the elderly, prisons, hospitals and libraries.

Most services have built up collections of particular local interest alongside their wide-ranging ethnographical material. Kent's service, for example, which is used by 600 schools, includes archaeological material from local sites as well as transport models, crafts and natural history specimens.

The Hertfordshire service has grown

from 44 cases in 1936 to over 1,000 items today and is used mainly by primary schools, the art departments of secondary schools and the county field study centres.

The first loan service to be set up by an education authority independently of a museum was in Derbyshire. It owes much of its success to the pioneering work of Barbara Winstenley, its organizer for 38 years, who died in 1984. She was a gifted collector of antiques; as well as acquiring what she called the "bread and butter items", she also looked for rare and precious objects, "things that could be called minor treasures". In her selection she "tried to leave room for the mysterious, which may stimulate children to seek information about things which at first appear strange or even repulsive to them", she wrote in an annual report on the service.

Remarkable items circulate in the Derbyshire collection. Some have been withdrawn because their value has appreciated to such an extent that they are no longer suitable for loaning; some rare pottery, for example, and L.S. Lowry's *Iron Works*, purchased for the collection in 1952 for £46 and now worth over £45,000. Knowing when to remove valuable material is a common problem for long-established services, according to David Sorrell, the county museums officer for Derbyshire. He stresses the importance of

good quality, well-maintained material. Damage to items is rare, and teachers are advised on effective and safe methods of use and display.

Many museums run courses on handling loan material and work with colleges of education to introduce the scope and variety of the service to probationary teachers. The best practice is found where the whole school is involved in the selection of material.

Running a loan service is labour intensive and expensive. Techniques are needed to make cases and maintain the exhibits, researchers to prepare the material, drivers to distribute it, and education officers to compile catalogues and notes and work with teachers. In many services, the demand for material outstrips the supply and the shortage of staff means a backlog of maintenance work has to be balanced against developing the collection. Some authorities recognize the importance of museum links with formal education, but in many parts of the country the strain on resources and staff is such that collections are in danger of being cut just when they are needed most.

It's the drivers like Dick Collinson at the front line of the service who see how important it has become to many schools and who, next September will be met by children rushing across the playground as the new delivery arrives.

Return journey

Rhyme Readers Books 9-14 (6 books) £6.95, Reception pack (24 books—four sets of six plus teachers' notes) £26.40.

Look At... Books Second Series (6 books) £6.80, Study Pack (24 books—four sets of six plus teachers' notes) £25.85.

Cliff and Bernice Moon Ginn & Co Ltd, Prebendal House, Person's Road, Aylesbury, Bucks HP20 2QZ.

The aim of the Rhyme Readers is to present nursery rhymes in an attractive and entertaining style. Books 9-14 follow on from the earlier series (books 1-8) and are placed at Ginn Reading Level 3. The publishers suggest, however, that children who have not yet reached this level will be able to read them with enjoyment. If the rhymes are read with familiarity.

The variety of illustrations has succeeded in making each book individual and lively. All the pictures are very detailed and give ample opportunity for discussion and vocabulary extension, while at the same time developing visual discrimination and auditory memory. A multi-cultural dimension is briefly introduced in "Polly put the kettle on"; but the issue of gender is difficult to remove from rhymes such as "Sing a Song of Silence", where it is the maid who is in the garden hanging out the clothes.

Much research suggests that children should be sensitive to sounds and rhymes before learning to read; and exposure to traditional nursery rhymes seems to be badly lacking in the lives of many young children today. These books will enhance any nursery or infant library.

Similarly, the Look At... books

"language across the curriculum" theme for young children. Using familiar man-made items as a starting point, the children are encouraged to investigate the development of each one through history and technological change. The books are designed for children aged five to seven with reading ages of 6½ to seven, and it is suggested that they are used for supplementary use alongside *Reading 360* levels 5 & 6.

By providing a "return journey" into the past, these books help children to look at history while relating it to personal experience. Each story has a child as the central character and follows him/her back in time to look at how specific items differed during the lives of their parents, grandparents, and before. This is done through the use of high quality illustrations which link well with the simple yet challenging texts, and lend a nicely balanced multi-cultural flavour to the series. In addition, there are many role reversal situations, such as dads cooking and mums in professional situations.

The accompanying notes give helpful suggestions as to how teachers might stimulate the children's curiosity, and raise some of the questions that the books may help children to answer. They also suggest "after reading" activities as well as book lists for teachers and children.

Although there are one or two slight technical inaccuracies, (information books of this calibre that start from where the child is, relate present activities to past events, and help children to think about possible future outcomes, are few and far between. The Look At... books are a valuable resource for any infant classroom.

Penpi Cotton

notes

RIGHTS

Young People in Work is an information sheet produced by The Children's Legal Centre summarizing the employment rights and the restrictions and prohibitions involved in the employment of young people. It contains information useful to young people, their parents and employers. It's available from The Children's Legal Centre, 20 Compton Terrace, London N1 2UN.

EUROPEAN CONVENTION

The Children's Legal Centre has also published an information sheet on the European Convention of Human Rights. It describes the history of the Convention, how it works and how to make an application alleging breach of your rights.

HEALTH EDUCATION

The schools section of the Health Education Council has produced a guide to its funded projects and resources for young people.

The Health Education Council, 78 New Oxford Street, London WC1A 1AH.

BRITISH RAIL EDUCATION SERVICE

The British Rail Education Service catalogue 1987-88 contains new products and updated items from the existing range. The service was created to provide teachers with resource material about railways.

Copies of the catalogue are available from British Rail Education Service, P.O. Box 10, Wetherby, Yorkshire LS23 6YX or BRIS, Room 118, Euston House, P.O. Box 100, Euston Square, London NW1.

RESOURCES/SOFTWARE

Big apple

Rick Cooper on maths programs

Micro in Mathematics Education "Newton's Laws of Motion" £34.95 Manual, two discs for BBC B and Master and back-up copies 0471 90788X John Wiley and Sons, Baffins Lane, Chichester, West Sussex PO19 1UD.

This set of programs is just one out of a series of 13 on applied mathematics. Others include Equilibrium, Friction and Projectiles. The aims of this particular package are to cover Newton's Laws defined, Newton's Laws applied, connected masses, and variable mass systems.

The program is essentially linear, with no branching facility. It at no stage tries to assess whether the knowledge imparted has been understood. The students are offered a reference manual but its use detracts from the effectiveness of the package because attention is divided between two different media.

Section 1 of the program, "The Experienced User Guide", explains clearly what is going to happen and what the user is expected to do. Also a "Current Status" screen tells users exactly where they are in the program, what they have done and what they have got to do. The teachers' guide suggests it could be used in an investigative way but there is little evidence to support this.

As a linear model the program is well laid out. Students have access to each section or sub-section and are offered the chance to alter data within the section. The order of approach can be changed, although only after considerable familiarity with the package. This could help remedy the fact that Newton's three laws are somewhat dryly defined in Section 2 against a background of Newton sitting under an apple tree, while the diagrammatic explanations which help set out the theory appear later in Section 3.

A helpful feature of the package is that each section has a graphical picture clearly illustrating what is happening at each stage. The section on connected masses is particularly good as it offers various problems and shows how the laws give the equations.

Unfortunately many of the sections which show the laws working in practice also overwrite large sections of the screen with numerical data describing the motion. There is no information as to how these numbers are derived or

how they fit in with Newton's Laws. Students who looked at the package gave this as their major criticism.

This package could best be described as a book with moving pictures which could be used in two different ways. First, as a method of remediation with sixth formers who need individual help, since it suits the student who needs a piece of laboratory apparatus. Several areas allow it to be used to demonstrate theoretical results.

(Discs for BBC B may be exchanged for BBC Master discs free of charge.)

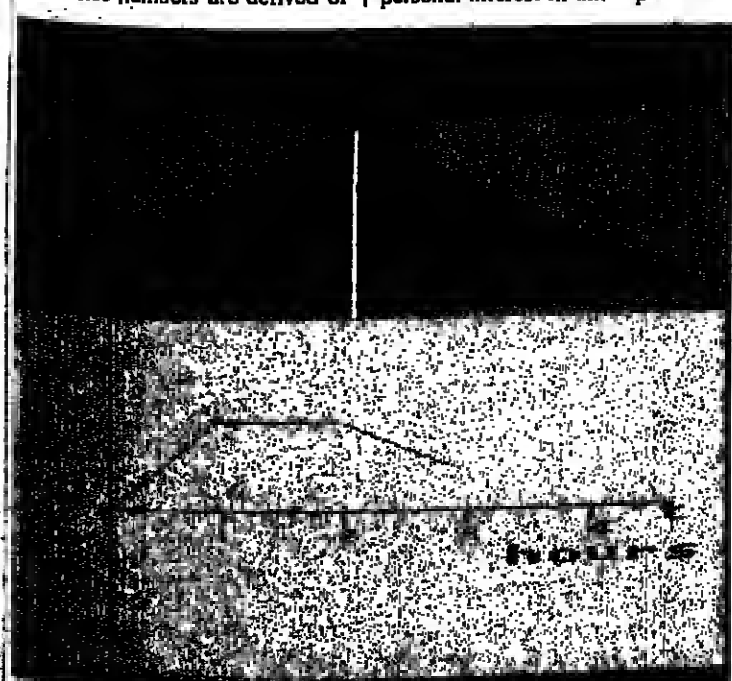
From Number Theory to Secret Codes By T H Jackson Text 0 85274 0778; disc for BBC 0 85274 079 4 or IBM 085274 080 8 £15 Adam Hilger, Techno House, Redcliffe Way, Bristol BS1 6NX.

The computer program in this package forms an illustrative extra to the page text. The text itself is not easy to follow, with little explanation and much assumed knowledge. The computer element comprises five independent units together with a screen adjuster, and looks at primes and factors, approximating with fractions, continued fractions, modular arithmetic, and cryptography.

These topics are only superficially relevant to school mathematics and the whole package seems designed for first-year degree students. The first section on primes and factors dwells on Euclid's algorithm, which left the A level and Further syllabus in 1982. The computer program can list and count the primes between two integers in a fraction of a second, which is impressive if a little pointless.

The other sections are much the same. The algorithms developed are obscure and of little relevance, and there are no sections that could be used by the individual student or group in an investigative role. The book sleeve talks about text being illustrated with graphical displays, but there were no clear examples of this. It is not sufficient to evaluate an algorithm and call this a graphical display.

In all, the package is disappointing and would be irrelevant to most students. It is unlikely that it could be used to extend the experience of numerical methods, and its most likely use is by individuals who take a personal interest in this topic.



From 'Micro in Mathematics Education'

bits

LOGO WORKSHOPS. There will be a three day series of workshops in Logo and the use of computers in Youth Work at Southlands College, All Parkside, London SW19 from August 24 to 27. The workshops are for teachers, youth workers and anyone else interested in using computers in informal and formal education. There will be a mixture of in depth courses and one-off workshops in specialist areas, the emphasis will be on hands-on practical learning suitable for all levels of computer experience.

Information from BUG Workshop '87, P.O. Box 79, Walsall WS9 3RW.

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Information from BUG Workshop '87, P.O. Box 79, Walsall WS9 3RW.

noted in the



Master of words

Jacquetta Megarry checks her spelling

Spellmaster Spelling checker ROM for BBC Master £59 inc VAT Computer Concepts, Gaddesden Place, Hemel Hempstead, Herts.

Care ROM Cartridge for BBC Master £7.82 Care Electronics, 800 St Albans Road, Garston, Watford, Herts WD2 6NL.

Designers of modern word processing software tend to assume that the system is incomplete without a spelling checker. Having witnessed the clumsy operation of many such programs - which can involve juggling separate discs for program, dictionary and text - and having observed the limitations of space and slowness of checking that disc access involves, I've never been convinced.

I have just been converted. The new 128K ROM spelling checker from Computer Concepts achieves tremendous speed - and, more important, is a pleasure to use. Whether you work with *Wordwise*, *View or Inter-Word* you can check your document from within edit mode. Each word that the system doesn't recognize is displayed in context; your options are three to ignore it, add it to your dictionary (if available, see below) or correct it. Retrospective checking of files on disc is a quick way of building up a user dictionary, and also a reminder of human fallibility. I've always imagined that my spelling and proof-reading are pretty good, but *Spellmaster* revealed the humbling truth.

You can choose to check your input continuously, correcting typing errors as they occur. The checking doesn't affect input speed at all, but some people find the beeps distracting and may prefer to check the document only when finished. Pupils and teachers alike may appreciate *Spellmaster* in either mode.

The diagrams illustrate *Spellmaster's* menus and browsing window; the menu options and order look slightly different in *Inter-Word* for

"technical and historical reasons". As in *View or Wordwise*, you can check from the cursor forward with CTRL-V, even though that option isn't shown. And you see the whole document with the cursor in position over the word in question - very useful with the automatic correction option. Although this is intelligent in its treatment of case, hyphens and apostrophes, I still find it reassuring to see the precise change as it is made.

The ROM dictionary holds about 57,000 words (treating different endings as separate entries). Although its contents are sometimes surprising - it contains some esoteric words - it omits some very common ones - it would have been impossible to please everyone. In practice, the base is adequate for many purposes, and Computer Concepts are encouraging users to send in suggestions for changes. In any case, it is easy to extend (by up to 3,000 words at a time) if you have sideways RAM.

My only criticism is the tedium of having to tell the system to ignore a particular place name or abbreviation repeatedly. You might not want to add a name to your dictionary permanently, yet it could appear dozens of times in a document. I'd like the option of telling the system to ignore this and all subsequent occurrences of a word just for now.

Spellmaster has some delightful extra commands that may seem apocryphal to crossword experts. But anything that makes language play so easy and enjoyable can't fail to be educational if used imaginatively. The command "anagram" TIMES rapidly produced EMITS, ITEMS, MITES and SMITE. If you substitute # for unknown characters in a crossword clue, the "crossword" command will offer you all the options in its dictionary. Thus crossword T # M # S produced TAMES, TEMPS, TIMES, TOMBS and TOMES - and does so instantaneously.

A unusual command seeks fuzzy matches - a crude system for finding sound-alike words - from its dictionary; thus "fuzzy" RELEVANT produces RELEVANT. Sometimes a

"fuzzy search produces a lot of irrelevant words, but it nearly always includes the one you want. The grunting is that all these commands work from within your word processor, so they're instantly accessible.

Using *Spellmaster* made me grateful for the Master's sideways RAM for the first time ever, for this is where you install your dictionaries (which you save to disc before switching off). Installing a user dictionary should present no problem in the Master unless you have changed both baseboard links to allow more ROMs to be plugged in; if so, you'll have to restore at least one bank, transferring displaced ROMs to a cartridge. In a BBC Model B, user dictionaries are possible only if sideways RAM has been added and although the system prompts you with vacant socket number(s), it cannot detect every conceivable type of sideways RAM. A phone call to Computer Concepts could save a lot of time in such cases.

In its first weeks in my Master, *Spellmaster* quickly made itself seem indispensable as an aid to proof-reading. It is also a significant educational tool for exploring words, building and comparing dictionaries and doing word-processed projects. The fact that you can't remove words from its dictionary is a small price to pay for the speed and convenience of ROM-based checking, especially when adding words is so easy.

Early versions of *Spellmaster* consisted of a double chip on a circuit board; although these could overhang other chips, there were physical problems about fitting it to some machines - early Masters, for example, had a piggy-back version of the systems ROM which gets in the way. Master owners may be glad to know of the excellent cartridges supplied by Care Electronics: much cheaper and far easier to use than the "official" Acorn ones, they also accept *Inter-Word* and *Spellmaster* - or even both at once.

Unlike the Acorn cartridge, it is easy to extract your chips without damage to either ROM or cartridge. One or both ROM sockets can be zero insertion force (ZIF) at extra cost.

Clear-headed

Mark Sealey thinks through language

Middles BBC and RML 480Z £12, RML 480Z Network £29, RM Nimbus £14, Nimbus Network £31; all etc. VAT. One disc SPA, Software Production Associates, P.O. Box 59, Leamington Spa, CV31 3QA.

What distinguishes a good "language development" program from a bad one? Flexibility and ease of use, to be sure. Appeal to the users, and being based on sound principles, which these means reading for meaning and not by phonetic cues. *Middles* is all of these and more. But then with a subtitle like "Thinking through language" it would have to be.

On the screen or from the excellent and simple little book (with lines of text that have got "muddled" in 13 various ways: words or lines reversed, top half only, bottom half only, every word letter missing, and so on).

Not only do the users hazard a guess as to each line but they are also asked to comment at the end or suggest an answer with an overall meaning, like a riddle.

A small grumble: it seems entirely out of keeping with the spirit of the package to have introduced a score for success or failure. An improvement might be for children to introduce weightings attached to the values (speed, originality and so on) that they felt important.

Needless to say, lines of text which *Middles* will mangle can be entered by the users and printed out. In this respect the program is exemplary.

This, then, is a delightfully simple idea that is carried off remarkably well. It would suit (and is intended for) "students having a wide range of age and ability". Though clearly, those who suggest that exercise language skills pure and simple (are there any?) will be most successful with lower and special needs secondary groups, middle and all junior readers - not just those targeted "special".

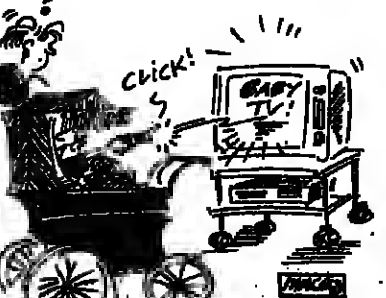
Some of the very processes of language (the beginnings and endings of words, how blends affect sense) are exposed when using *Middles*. Some quite interesting and out of the way subject matter makes up what is muddled. Puzzles, logical inferences and Arabic riddles are some. This means that the program - as it stands - can be a great stimulus to discussion, of the kind that is the heart of language learning.

OFF AIR

ONE OF the more unusual ideas to come from the British Film Institute summer school last week was TV programmes specially for babies. Developmental psychologist Ann Phoenix argued that babies are smarter than we have given them credit for, and like sound, movement, colour, and "visual arrays that look like human faces". It would therefore be possible for TV to offer "visual and auditory stimuli with no particular story line that babies could watch in place of the test card".

I don't think Ms Phoenix meant that tiny babies across the country are glued to the test card. She just thinks that they would enjoy (and could learn from) programmes made just for them. There are two possible criticisms of the idea. One hasn't been spotted by Ms Phoenix. If babies use that cleverly made they wouldn't want to watch TV. Anti TV snobbery could be inculcated early.

Then, as she rightly points out, the idea "does not fit with dominant ideological assumptions about mothers spending a great deal of time interacting with their infants. The notion of the electronic babysitter would challenge these assumptions." I'm sure wouldn't like it.



HEAD KNOCKING time. At the education session of the Radio Festival earlier this month, experts (including this writer) concurred in the belief that there was to be exemption from the 10 per cent levy on blank audio tape for schools and colleges, under the new copyright bill likely to be introduced in the late autumn. We were wrong.

The Department of Trade and Industry says that schools will have to pay the levy on tapes of over 35 minutes' duration. (This will exempt computer program type tapes from the extra cost.) In return, education establishments will be allowed to put recorded "mainstream" radio programmes to classroom use.

The hero of the story is Nelson Trowbridge, Hampshire's educational technology adviser, a staunch supporter of radio in education. He stuck to his guns on the matter of the levy, and showed how I.e.s can keep costs down, despite the extra burden of expense. "I guarantee a minimum of 100,000 tapes a year for our schools," he said, "in exchange for a small number of cassettes. In fact, this bulk buying policy allows schools to match the cheapest knock down prices in high street stores, while the tape they actually get is of higher quality."

Nelson Trowbridge also points out an inherent unfairness in the levy. He estimates about half the tapes purchased for Hampshire won't be used for recording off air, but for children to tape their own voices.

The DTI expects that the new legislation could receive Royal Assent as early as spring or summer 1988. So other county supplies departments take note: Boy now while stocks last.

if you're pulling the flashlight touches to a video - of whatever length and on whatever subject - there's still just time to enter it for the eighth Festival of Independent Video, the largest of its kind in the UK, to be held at the end of October.

This year's festival will premiere a special category, "Miniatures", is a compilation of individual videos, none of which is longer than one minute.

Bursaries to the value of over £2,000 will be awarded to makers of outstanding tapes, and there's also the chance of the video maker's dream - a Channel 4 commission. VHS is as acceptable as professional formats. For more details, phone the festival organisers at: The Media Centre, Bracknell, on 0344 427472.



Yuppie puppies

Tomorrow Talking
1TV/Graund
Wednesdays, 11.30am

The lead-in message assures us that: "Today's sixth-formers will be running the world tomorrow." A safe bet, barring nuclear war or Act of God.

In formal interviews set up at 10 schools in England, Scotland and Wales, sixth-form students are asked leading questions about sex, drugs, education, work, politics and religion. As these interviews take place in schools, they tend to be stilted and the students self-conscious. A more casual background might have put the students at their ease.

Even though the interviews are individual, rather than in groups, the students are not identified either by name or by school. Only by watching the credits roll can one see that the students represent a cross-section of state and public schools.

Apparently the producers, Simon Albury and David Hart, anticipated that the student identities would come across in the answers to the questions. Perhaps that is why the first question was about how the students saw themselves, specifically which social class they identified with (July 22). One girl said that the class system was no longer relevant, but all the other students had quick answers to their particular place in the social strata, including the yuppie class and the "non-working" class.

One girl reasoned that her father was upper class, her mother middle class, so that made her upper middle class. How awful for her mother to drag her down so. But everyone, from the devout working class to the unabashedly privileged, asserted that the class system was "not" important, although the divisions were growing. What came across most strongly was the expansion of the middle class.

Workforce. A quarterly report on the world of employment. BBC Radio 4 Tuesday August 4

Are there any women in Cambridge? That's not the question Brian Redhead set out to answer in his latest report on "what is happening to the workforce in Britain". But on the evidence he presented, which looked at the growth of high technology industries in Cambridge, the answer is "no". In 40 minutes of air-time no woman's voice was heard, no woman's name mentioned; the proportion "she" was absent. (But I thought women made the chips, assembled the products and operated the finished machines... Shhh, dear and listen to the man.)

Redhead told his story well. Ever since W.G. Pye left the University's Cavendish Laboratory in 1897 to set up his own instrument-making factory, Cambridge has been a man's world.

TES reviewers listen to the voices of the nation's youth

Young hopefuls

Jobwatch Special
"The Class of '87"
1TV/Graund
Sunday, August 9, 12 noon

If Granada's programme looking at the career ambitions of two groups of school leavers in the north west and the south east proves nothing else, it shows without doubt that there are some excellent careers teachers at Tulkesh High School, Preston and William Edwards school in Grays, Essex.

Ninety-six of the 100 16-year-olds whose employment progress will be intermittently followed by Granada are optimistic about their future, and those interviewed all show honesty and awareness that can only come through good careers advice in the last years of school.

This isn't the main reason for the selection of the schools. The reason is that they are analogous in social mix and local employment history. Grays depended on the docks for survival. Preston on the textile industry. Both have had to change. Grays proximity to London - a gruelling two hours travel a day on British rail - is its only saving grace as far as job prospects are concerned.

"The class of '87" is another example of a growing trend in social broadcasting. In fact, Granada invented 7-UP, which has followed a group of seven-year-olds to the age of 26 with programmes at seven year intervals. In *Seventeen*, BBC TV looked at a group of leavers' experiences in their first year out of school, and the *Radio 4 Generation* is using nearly 200 18-plusses as a broadcasting "resource".

The Class of '87 is not intended as a statistical sample. Only the broadest generalization, like the Preston leavers' apparent lower expectation in comparison with those in Grays, are likely to be reflected nationally.

Much more significant - particularly in the month that Kenneth Baker suggests that careers teaching shouldn't be separately specified in a national curriculum - are the personal aspirations of this likeable group of hopefuls. They've clearly been selected for their ability to talk about themselves and their hopes, and the picture of informed and calculated choices would make excellent career teaching material. Only occasionally does a reasoned ambition get mixed off with a flight of fantasy. One girl said on a career path in law, combining with criminal work at the bar. There was no doubting the sincerity of her desire to transgress the whole scene in America.

Potential air traffic controller, soldier, cook, computer person, civil engineer and graphic designer pasted convincingly before us. For realism's sake, it would have been proper perhaps, to give us some that is the girl who wants to be whisked out of the butcher's shop, where she already works part time, married and mothering five children (three boys, two girls) as quickly as possible. However, most girls in both areas put careers first on the list. Again, the sample is too small to tell whether this is a genuine trend nationally.

The real future interest in "The Class of '87", as we see aspirational come into contact with reality, will be on a personal level.

Nick Baker

Men at work

Workforce. A quarterly report on the world of employment. BBC Radio 4 Tuesday August 4

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Developing ideas

Photography's potential is coming to light

"Events of this kind are extremely rare". This was a much-heard comment at the recent South East Arts conference on "The Place of Photography in the Curriculum", as the organizers speculated on why so many of the 60 participants had come from as far as Birmingham and Scotland to what was planned as a regional day for teachers in East Sussex.

The conference justified the miles travelled. Not only did it offer a forum for new ideas and information, with a variety of guest speakers, but, more unusually, the day was shaped and enlivened by the practical experience of a six-month county-wide schools project. An exhibition of pupils' work formed the background to detailed discussions of the classroom approaches which had evolved at primary, secondary and sixth-form level.

The East Sussex Photography in Schools Project began as a joint pilot venture between South East Arts and the county's art advisory service. It aimed to enable art teachers to use photography more effectively by adapting ideas from media education. Six teachers took part and met for six one-day sessions over two terms.

Jim Hornsby, the project co-ordinator, explained: "Photography in the curriculum isn't yet the subject of general debate. It's used in art departments often only as a recording tool to guide the hands or jog the memories of students. We are aiming to define its role and status in education. The project wasn't developed in relation to any current exam syllabus - we don't think they provide an adequate basis for photography teaching."

It's precisely this existing basis, he noted, which has led art teachers to underestimate photography's creative potential and neglect its significance in other ways of seeing.

The analysis of mass media images became a central strand in the project. It informed the gradual decision to focus the students' creative work on how they see themselves and their sense of personal identity. This produced an enormous range of work, with some exploring masks and fantasies, others looking at how personality and character are given formal expression in portraiture. The notion of multiple identities helped some build a critical understanding of genres of photography.

All of these approaches also allow some scope for more critical analysis of painting and drawing, and fostered new technical discoveries in the art room. Some of the day's participants voiced doubts about prohibitively costs and the impracticality of dark-room work with large groups, but these were dispelled by abundant evidence of imaginative alternatives.

Although much admired, the work was not always claimed as exemplary of "good practice", but offered instead as work to progress. The process had mattered more than the finished product: the critical skills pupils had acquired, the confidence they had built through new kinds of visual expression, and what they learned about themselves.

The importance of this flexibility and creative freedom was raised by Grant Jones, county art and design adviser. He argued that the photography project was a valuable means of developing the present emphasis on the narrowest interpretations of Kenneth Baker's statement that "time can also be set aside for the aesthetic and creative". It was a liberating quantity at the expense of the quality. "We need to challenge photography in isolation. We need to see it in relation to the learning process."

At the South East Arts conference, one guideline to the project's priority in schools was the county's new initiative to fund "posts" in I.e.s. More and more teachers were using photography in their social education, but they needed advocates for recognition and better resources. Another speaker, the county art adviser, said: "We need to be asking: 'What is the role of photography in the curriculum? It's not just a subject to be investigated, it's a way of seeing the world.'"

It's a big step to change that. The Arts Council has been largely responsive body, responding rather slowly. It's a big step to change that. The Arts Council has been largely responsive body, responding rather slowly. It's a big step to change that.



Picture this...

The Arts Council is focusing on photography in schools. Liz Heron reports

Photography was one of the first areas to get attention when the Arts Council's education unit was set up in the early '80s. Since 1982 there's been a formal policy of support for photography in education; the Arts Council has commissioned research, published reports and organized seminars and conferences. In 1983 it offered its first grants for development projects through the Regional Arts Associations, subsequently funding some two dozen in different parts of England.

Last October it appointed Sue Isherwood, formerly education officer at the Royal Photographic Society in Bath, with an initial brief to review funding and recommend what initiatives photography in education might take. Now she is settled into her first year of responsibility for grant decisions and new policy directions were being announced in letters to all chief education officers.

Sue Isherwood sees the past three years' funding as an important process of uncovering the kind of work being done and the demands that need to be met in the future. There have been schools' projects in photographic galleries and photographers' residences; in addition to conferences, publications, research and special exhibitions. Some of these have been activities sustained and developed over a period of years and backed up with I.e.s. resources; others have been one-offs.

Funding has been granted so far on an ad hoc basis. Now a more coherent policy direction is seen to be needed to sustain the momentum. Projects have often been launched with very slender resources and in relative isolation. "The Arts Council has been largely responsive body, responding rather slowly. It's a big step to change that. The Arts Council has been largely responsive body, responding rather slowly. It's a big step to change that."

None of the existing projects has been funded solely by the Arts Council, but work firmly grounded in curriculum development is still rare. Policying the way is the Oxfordshire schools' photography project, co-ordinated through the Oxford Polytechnic and the Museum of Modern Art, with the education officer's salary paid by the I.e.s. The project is a model for other schools, with the potential for broader support, and in ways that will consolidate what's already been done as a base for the future. The shift in emphasis is towards supportive influence. Projects funded will have national significance, where in the past each application was assessed on its own merits and against Regional Arts Association priorities. "Now we'll be giving native support to the RAAs, rather than them playing a post-box role," says Sue Isherwood.

This by no means denigrates the importance of regional projects. Grants for work in individual galleries, schools, colleges and photography workshops will still be channelled through them. But they must have I.e.s. input. "It's important for the work to be rooted in other educational commitments. As far as I'm concerned, there needs to be I.e.s. support, not necessarily cash, but supply cover for teachers. I.e.s.s. find that easier. That training is essential, both for teachers and for independent photographers keen to work in education, is a point reiterated in the policy statements.

In-service training is seen as the area where funding could achieve maximum effect. The policy commitment to INSET courses designed and offered at the regional level by RAA officers, teachers' organizations and I.e.s. advisers isn't a fresh departure, since such initiatives have been supported from the start. But it is now clarified as a priority, and the policy emphasizes the importance not only of joint funding with I.e.s.s, but of formal consultations with examination and validating bodies.

Another important strand in the new policy is the funding of publications, as channels for spreading information and at the same time providing a critical space for work and ideas to be explored. This year a £1,000 grant is going to *Initiatives*, the termly newsletter of the Society for Education in Film and Television, enabling it to produce three issues carrying several pages on working with photography.

Ten.8, the quarterly journal of photographic criticism and theory, has been published since 1979, and has received Arts Council funding since 1981. While more able, no doubt, a good number of teachers already

among its readers, its next four issues will certainly attract many more now that the Arts Council has provided the funding for a section of eight to 12 pages devoted to photography in education. Congruent with *Ten.8*'s multi-disciplinary approach, these won't be confined to accounts of photographic practice, and will look at photography in the fuller context of how images produce historical and social meanings.

Sue Isherwood sees this cross-curricular approach as central to the Arts Council's funding priorities. She wants decidedly to avoid any suggestion of a focus purely on photography as a separate fringe subject. "We're talking about photography as a signifying practice rather than as an art practice, although of course that has importance too. But it's necessary to see photography in education as being about reading the ubiquity of images; not just about formal art practice or about good technique as an end in itself."

The policy emphasizes that all forms of photographic representation are worthy of serious study, that photographic imagery surrounds us and is handled daily by nearly every practising teacher; yet visual literacy and the acquisition of critical tools for understanding the languages of photography and its institutional bases are low on the educational agenda.

Late next year will see a major national conference on photography in education. By then the picture will have widened. The recent national conference on photography organized by the Arts Council - the first-ever - called for even greater emphasis on education funding; and a report commissioned by the Arts Council and the Minorities Arts Advisory Service on the future of black photography in Britain recommends further research on education.

Mennyville, applications from I.e.s.s should go direct to the Arts Council in London. Regional projects have to be channelled through the RAAs, but Sue Isherwood welcomes questions and information directly from anyone involved in photography in education. "I don't just want to offer advice. I want to know about what people are doing and the ideas they're developing."

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Closing date 17th August 1987.

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DIRECTORATE OF EDUCATIONAL SERVICES

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SALARY: RCC02 £6,951-£7,953 per annum inclusive
Plus £11.76 per night for Sleeping-In-Duties

An enthusiastic, caring and flexible team member is needed in the Senior Department (14-16 years). You will be responsible for all aspects of care in a school catering for the special needs of pupils with emotional and behavioural difficulties. Previous experience is essential, together with an interest in outdoor pursuits/activities. A relevant qualification would be an advantage. A current driving licence would be preferred. Ref. 6533/RCC02

RESIDENTIAL CHILD CARE OFFICER - CLARA THUBURN CENTRE

Plus £11.76 per night for Sleeping-In-Duties
This post is in a multi-disciplinary team responsible for all aspects of care and education for students with moderate learning and emotional difficulties.

A relevant qualification and previous experience would be an advantage, but you will need enthusiasm and flexibility. A current driving licence is preferable.

Ref. 633/RCC01

For both posts accommodation for a single person is available. A deduction of £856 per annum will be made for board and lodging charges.

Closing date 20th August, 1987.

For informal enquiries or visits please contact Mr. M. Callaghan on Tonbridge (0862) 870200.

Application forms and further details available from Mr. P. Hyde, Headteacher, Swaylands School, Penshurst, Tonbridge, Kent, TN11 8AU. Telephone (0862) 870200.

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES



EDUCATION DEPARTMENT SCHOOL PSYCHOLOGIST SERVICE

Part-time Educational Psychologist (18½ hours per week)
Soulbury £12,201 - £17,148 p.a. pro-rata

Required in the South East Essex Area based at School House, Hedingham. Applicants should be qualified teachers with deep room experience who have successfully completed a recognised course of professional training in educational psychology. A commitment to a team approach to service delivery is essential.

For an informal discussion please telephone Mr. John Ackley, County Educational Psychologist on ext. 30081.

Closing date: 21 August 1987.

Generous relocation expenses are payable on approved cases.

Application forms and further details are available from (s.a.s. please) the County Education Officer (P) from 8.30 a.m. to 5.00 p.m. at the County Education Office, Market Road, Chelmsford CM1 1LD. Tel: Chelmsford (0245) 492111.

Ext. 30 265.

ESSEX

ESSEX

DIRECTORATE OF EDUCATIONAL SERVICES

TWO EDUCATIONAL PSYCHOLOGISTS

CHILD GUIDANCE CENTRE, EAST ROAD, EDGWARE, HA8 0BT

SALARY: SOULBURY SCALE £10,874-£17,943 per annum inclusive

We are looking for fully qualified and experienced educational psychologists to join the Borough's Schools' Psychological Service.

One post will provide opportunities to work as a member of the Child Guidance Service; to develop skills in consultation and project based work and to work with particular schools under a time-allocation arrangement.

Please quote reference 633/598.

The other post will deal with Section II work and will be of interest to educational psychologists wishing to work mainly with pupils whose first language is not English and willing to develop approaches to meet their needs. This would necessitate working closely with the Borough's Multi-cultural and English Language Support Service and schools with a large proportion of New Commonwealth and Pakistan origins.

Please quote reference 633/220.

Informal enquiries to Richard Flexbeard, Principal Educational Psychologist; telephone 01-851 1044.

Closing date 20th August, 1987.

Application forms available from the Recruitment Office, London Borough of Barnet, 16/17 Bantline Square, Brent Street, Hendon, London NW4 2EN. Telephone 01-202 8282, ext. 424 [01-202 6602 outside office hours].

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES



TRAFFORD METROPOLITAN BOROUGH COUNCIL

The Council is an equal opportunities employer
Applications are encouraged from suitably qualified and/or experienced registered disabled people.

EDUCATION DEPARTMENT Senior Educational Psychologist

Soulbury Group 8 £16,785-£18,273 p.a.

A well qualified experienced educational psychologist is required for this new post. The successful candidate will provide a service to a group of schools, will advise on coordination of services of working and will contribute to the monitoring and evaluation of the effectiveness of the service.

Previous applicants need not re-apply as their applications will receive further consideration.

Application forms and further information from and available to Chief Educational Officer, PO Box 19, Tatton Road, Sale, Manchester M33 1YR. Telephone 061-872 0121 Ext 218. Closing date 21st August 1987.

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Miscellaneous

CHILDRENS ADVENTURE CENTRE MANAGER

Circa £13,000 + accommodation and car

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This is a real management role requiring both an understanding of children and a certain amount of marketing skills.

The job demands a high level of commitment and will involve planning and selling as well as the day to day running of the centre.

The successful candidate must have a teaching background or related experience and be highly energetic.

Candidates should be in the age group 25-40, be single, have a good command of English and be prepared to live at the centre.

Please write briefly, in the first instance, to the Recruitment Office, 16/17 Bantline Square, Brent Street, Hendon, London NW4 2EN. Telephone 01-202 8282, ext. 424 [01-202 6602 outside office hours].

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PERSONAL

continued

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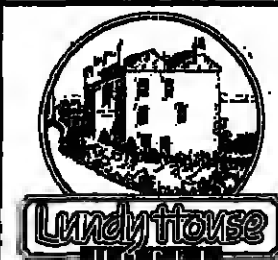
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The collection depicts educational times past with a vividness that only such material can evoke, giving sharp insights into the social, political and economic aspects of schooling through the years.

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THE TIMES Educational Supplement

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